

The Edenham Church of England School

Inspection report

Unique Reference Number	120521
Local Authority	Lincolnshire
Inspection number	380049
Inspection dates	3–4 November 2011
Reporting inspector	Terry Elston

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Andrew Harris
Headteacher	Kris Radford-Rea
Date of previous school inspection	22 September 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed all four teachers and visited 11 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways in which the school promotes community cohesion, evidence from the school's lesson observations and information from questionnaires completed by pupils, staff and 62 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does the teaching promote good progress in writing?
- How well does the school give pupils a thorough awareness of different faiths and cultures?
- To what extent does the school provide work to challenge more-able pupils?
- What impact do subject leaders have on raising the quality of teaching and learning?

Information about the school

This is a smaller-than-average primary school where the vast majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The proportion of pupils who are known to be eligible for free school meals is below average. The school has recently gained national Healthy Schools status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils do well in all aspects of their development. Parents and carers rightly see this as a school where their children feel exceptionally safe because of the high quality of the care, guidance and support provided by all adults. One parent, typical of many, commented, 'This is a fabulous learning environment where every child *really* matters.'

Pupils behave well and persevere when they find things difficult. The good teaching means they make good progress through the school. Their attainment by the end of Year 2 in reading, writing and mathematics is consistently above average and they continue to flourish through Key Stage 2. By the end of Year 6 attainment is very high in mathematics, well above average in reading and above average in writing. Throughout the school, reading and mathematics are particular strengths because teachers are very good at teaching basic word-building and number skills. At Key Stage 2, the quality of pupils' writing is improving but attainment is not as high as in other subject areas. This is because sometimes teachers give pupils insufficient time to write in lessons, and accept work that is poorly presented.

More-able pupils mostly achieve well and produce work of particularly high quality in mathematics. At Key Stage 2, however, talented writers do not always have sufficient opportunities to work independently and develop their skills to the full.

The teachers have developed an interesting curriculum with a good balance of academic and creative activities. Their planning links subjects together well, so in topics such as 'The Victorians' pupils develop skills in reading, writing, mathematics, history and science. Pupils develop an excellent awareness of how to live healthy lives because of the extensive range of opportunities to learn about the importance of regular exercise and a balanced diet. This awareness is enhanced by eating their own produce, grown in the school vegetable patch. The curriculum provides much to teach pupils about different faiths and cultures and they speak knowledgeably about the diverse lives and beliefs of people in this country and around the world.

The school has done well since the last inspection and has a good capacity to sustain this improvement. An important reason lies in the strong and effective leadership of the headteacher. She is a very good leader who sets her sights high and gives staff the confidence to embrace new ideas. The staff work well as a team and support one another enthusiastically. Self-evaluation is rigorous and, action to rectify weaknesses, effective. Attainment in mathematics, for example, has been raised from barely

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average to very high in less than four years by improving the teaching of basic numeracy skills. Middle managers are beginning to develop their roles but not all have the expertise to analyse the progress of different groups of pupils or assess the impact of teaching on learning in their subject.

What does the school need to do to improve further?

- Raise attainment in writing at Key Stage 2 to the levels reached in reading and mathematics by teachers:
 - giving pupils more time to write in lessons
 - providing talented writers with more opportunities to work independently at tasks matched to their abilities
 - demanding more of pupils' handwriting and presentation skills.
- Improve the impact of middle managers by ensuring that subject leaders:
 - evaluate the quality of teaching and learning more rigorously
 - use data from their assessments of pupils' progress to inform teachers about areas of underachievement.

Outcomes for individuals and groups of pupils

2

Children enter the school with skills that are broadly at the levels expected for their age. They achieve well and leave well prepared for the future. At Key Stage 1, attainment is above average and has been for some years. Progress in mathematics is particularly rapid because pupils learn to calculate quickly in their head and apply their learning to investigate problems such as how to work out missing numbers in a sequence. They use exciting words to make stories interesting for the reader and develop a neat handwriting style. They read confidently and many read for pleasure at school and home.

At Key Stage 2, pupils' reading is full of expression and they scan texts rapidly to gain information on, for example, the life of Florence Nightingale. Pupils' writing is imaginative and they make particularly quick progress when their interest is captured by exciting challenges. For example, pupils in Years 5 and 6 produced some excellent writing when they were asked to investigate the attempted assassination of Queen Victoria in a 'history mystery'. When progress is slower, pupils have to sit for too long listening about how to write and have too little time to produce long pieces of work. This particularly holds back more-able pupils. Their handwriting is sometimes untidy and they often forget to join letters. In mathematics, pupils have excellent basic number skills and use them very well to solve problems such as how to build a theme park and make a profit.

Pupils with special educational needs and/or disabilities make good progress. They do particularly well in reading because they are taught very well how to build sounds into words and this means they grow in confidence. They are supported well in class but still given opportunities to work independently and find things out for

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themselves.

Pupils listen attentively in lessons and, as one pupil commented, 'enjoy learning lots of new things every day'. They have an outstanding awareness of health and safety issues. From Reception onwards they take great care to eat nutritious food and learn the benefits of regular exercise. Older pupils act maturely as ambassadors to help younger ones keep safe and eat healthy snacks and show a high level of awareness of the need to take precautions when using the internet. Pupils take responsibility very well as school council members, 'buddies', play-leaders and gardeners. They develop a good sense of right and wrong and reflect deeply on the hardships faced by many people in the world. They have a very good involvement in the church and local community and are often praised for their enthusiastic involvement in village events that raise money for the elderly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In typical lessons, teachers capture pupils' interest by effective use of resources. For example, one class made rapid progress when building a graph from real chocolate wrappers and analysing which were the most popular. Teachers show a good knowledge of subjects and explain new work clearly. They are good at making clear what learning is expected by the end of each lesson and revisiting these goals throughout the lesson. Their expectations are mostly high, but sometimes in Key Stage 2 the teachers accept writing that is scruffy and printed rather than joined.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The teachers make detailed assessments of pupils' progress and use these well to plan future work. Their marking is generally helpful to the pupils, with clear guidance on how to improve their work.

The curriculum links subjects together effectively to make learning interesting. Pupils enjoy this approach and say how much it makes topics come to life. The planning for literacy and numeracy is detailed and helps pupils build well on their skills as they move through the school. A wide range of visits, visitors and clubs after school enrich the curriculum and help broaden pupils' knowledge. Music is a particular strength and many pupils sing and play instruments to a high standard.

Parents and carers appreciate the way staff know their children so well and are always there if they need support. Pupils whose circumstances may make them vulnerable benefit from outstanding support, both from the school and from a wide range of outside professionals. Their personal and academic development is checked carefully and the school works closely with parents and carers to ensure these pupils' needs are met fully. The school has extensive systems to help new pupils settle in and they soon feel part of the school community. Pupils are very well prepared for moving on to their next school, with visits and lessons taken by secondary school teachers to show them what it will be like.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's high expectations of pupils' personal and academic development are a key reason for the school's success. She leads the way in driving improvement towards very ambitious targets. All leaders do their part in ensuring that pupils feel safe and free from any bullying or harassment. The good focus on providing equal opportunities for all pupils ensures that the leaders have a secure awareness of progress made by different groups of pupils and apply effective strategies to support those falling behind. For example, recent initiatives to raise standards in writing have proved successful at Key Stage 1 and are working their way up the school.

The systems to evaluate teaching and learning are valued by teachers and give a clear picture of their strengths and weaknesses. However, not all middle managers are sufficiently involved in this process to make best use of their skills and knowledge.

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Good partnerships with parents and carers provide them with valuable information about the curriculum and their children's progress. They feel welcome in school and believe their concerns are taken seriously. They appreciate being consulted about any proposed changes and air their views with enthusiasm. Links with other schools in the area provide cost-effective training and give staff some good opportunities to, for example, make best use of the abilities of gifted and talented pupils.

The school enhances community cohesion well by creating valuable links with contrasting schools in the United Kingdom and overseas. These involve visits and written communications that provide pupils with good first-hand knowledge of different faiths, cultures and social backgrounds.

The governing body provides good support and challenge to the school. Its members have a clear awareness of the school's strengths and weaknesses and are not afraid to hold the leaders to account. The governing body has a good involvement in establishing rigorous safeguarding systems. Training for staff is thorough and the school keeps rigorous records of any incidents. The policies for keeping pupils safe are reviewed regularly and valued highly by pupils as well as parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision for children in the Early Years Foundation Stage is good. The consistently good teaching ensures that they make good progress in all areas of learning. Children benefit from learning alongside older pupils in the class and grow in maturity as they approach Year 1. The teaching of early reading skills is a particular strength that ensures children learn quickly how to build sounds into

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words. Parents and carers say how much the comprehensive induction procedures help their children settle quickly into school. Children learn to choose from the wide range of activities on offer and enjoy reading games inside as much as measuring containers of water outside. The adults observe children's learning and development carefully and make detailed records of their achievements. The curriculum is planned well so that the children have a good balance of activities they choose for themselves and those directed by the teacher.

Children make very good progress in their personal, social and emotional development. Adults encourage them to think for themselves and they quickly become confident and independent learners. They learn much about health and safety and always wash their hands after handling dirty materials. Children behave well and soon learn the importance of listening carefully to the teachers' instructions. The provision is led and managed well, with a good awareness of how it could be improved. For example, the leaders are looking at how to get boys more interested in writing in order to raise their attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who completed the questionnaire was higher than average for a primary school. Their views are positive. The vast majority appreciate the way their children enjoy school, feel safe and learn how to live healthy lives. They always feel welcome in school. Nearly all believe the school is well led and that their children are making good progress. They say that the teaching and learning are good. Evidence during the inspection supports these views. A small minority expressed concerns about the way the school deals with unacceptable behaviour, the progress of more-able pupils and the way the school keeps them informed. Inspectors found that rare incidents of bad behaviour are managed well and the quality of information provided is good. The evidence shows that more-able pupils make good progress, overall, although a few do not do so well in writing at Key Stage 2.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Edenham Church of England School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	66	20	32	1	2	0	0
The school keeps my child safe	35	56	26	42	0	0	1	2
The school informs me about my child's progress	28	45	28	45	5	8	1	2
My child is making enough progress at this school	31	50	19	31	10	16	1	2
The teaching is good at this school	34	55	21	34	5	8	1	2
The school helps me to support my child's learning	27	44	26	42	5	8	2	3
The school helps my child to have a healthy lifestyle	32	52	24	39	5	8	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	40	23	37	9	15	1	2
The school meets my child's particular needs	31	50	23	37	6	10	1	2
The school deals effectively with unacceptable behaviour	25	40	25	40	5	8	6	10
The school takes account of my suggestions and concerns	25	40	23	37	9	15	1	2
The school is led and managed effectively	30	48	19	31	5	8	6	10
Overall, I am happy with my child's experience at this school	31	50	23	37	6	10	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 November 2011

Dear Pupils

Inspection of The Edenham Church of England School, Bourne PE10 0LP

Thank you for making the inspectors so welcome when we visited your school. We enjoyed seeing you work hard in lessons and play so happily outside in your beautiful grounds. Those who were kind enough to speak with us showed how much you like school. You say yours is a good school and we agree.

You behave well, listen carefully to your teachers and make good progress. You have an excellent understanding of how to keep safe and live a healthy life. We were impressed with the way you take responsibility so well and how the older pupils help the younger ones. The school provides an interesting range of activities for you and you enjoy the many clubs at lunchtime and after school. We agree with you that teachers make learning fun and are good at helping you when you find things difficult. All staff at the school take excellent care of you. Those in charge of your school do a good job and work very closely with your parents and carers to help you get the best out of your time here.

Your leaders are always looking for ways to improve the school. These are the improvements we have asked them to make.

- Help you to reach higher standards in writing in Years 3 to 6; you can help by taking greater care with your handwriting and trying to write more in lessons.
- Make sure that those in charge of subjects support other teachers to make sure you all make the best possible progress.

Best wishes for the future.

Yours sincerely

Terry Elston
Lead inspector

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