

Edwinstowe CofE Primary School

Paddock Close, Greendale Avenue, Mansfield, NG21 9LP

Inspection dates 10–11 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well throughout the school.
- They make good progress, including in English and mathematics.
- Standards are consistently above average in reading and mathematics.
- The Early Years Foundation Stage provides children with a good start to their education. They make good progress and an above average proportion reach a good level of development.
- Teaching throughout the school is good and a small amount is outstanding.
- The school uses its accurate knowledge of the pupils' ability, from regular assessments of their learning, to enable them to learn well.
- The headteacher provides strong leadership.
- Senior and subject leaders support her in driving improvements in teaching, achievement and in the curriculum.
- Governance is very good. The governors know a lot about the school, from their own checks. They know how well pupils achieve and where teaching is most effective.
- Pupils behave well and feel safe in the secure environment. They treat each other fairly and equally, reflecting the Christian ethos which is the foundation of the school's work.
- Pupils' spiritual, moral and social development is promoted very well. Their cultural understanding is supported increasingly well through teaching and the school's ethos.

It is not yet an outstanding school because

- Standards in writing are lower than in reading and mathematics and progress is less consistent through the school.
- Pupils' spelling skills are not taught effectively and pull down writing standards.
- Pupils do not have sufficiently well-planned opportunities to practise their writing skills in other lessons and to write at length.
- Presentation and layout of work, although improving, is variable.
- Outdoor resources and activities in the Early Years Foundation Stage do not always give the children the best possible opportunities to develop knowledge and skills in all areas of learning.

Information about this inspection

- The inspector observed seven lessons of which four were observed with the headteacher.
- The inspector spoke with pupils while they were learning and playing, observed an assembly and listened to several pupils reading. She watched numerous pupils being supported individually or in small groups.
- The inspector held a formal meeting with a group of pupils to find out what they think about their school.
- The inspector held meetings with the headteacher, senior and subject leaders and members of the governing body. She had a telephone conversation with a representative of the local authority.
- The inspector looked at a range of documentation, including information about the achievement of the pupils, the school's improvement planning, governing body minutes, samples of pupils' work and the policies to keep them safe.
- The inspector took into account the 19 parental responses to the online questionnaire (Parent View) in carrying out the inspection. She spoke with several parents at the start of the school day.
- The inspector also checked the 10 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than most primary schools.
- Pupils are taught in mixed-age classes throughout the school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be disadvantaged and therefore supported through the pupil premium is below average. (The pupil premium funding is additional funding for those pupils who are eligible for free school meals and those children that are looked after by the local authority).
- A larger proportion of pupils than nationally joined and left the school at times other than expected last year, in two of the four year groups.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school is in a partnership with the Dukeries Academy and is a member of the Minster Teaching Schools Alliance.

What does the school need to do to improve further?

- Raise attainment in writing in Key Stages 1 and 2 and ensure at least consistently good rates of progress by making sure that:
 - pupils have carefully planned opportunities to practise their writing skills in other lessons and to write at length
 - there is a whole-school policy for the teaching of spelling in order to ensure that pupils spell accurately and writing standards rise
 - the school has high expectations of the presentation and layout of pupils' work in all subjects.
- Broaden outdoor learning opportunities in the Early Years Foundation Stage to help raise attainment so that the children develop equal knowledge and skills in all areas of learning.

Inspection judgements

The leadership and management are good

- The headteacher provides strong, charismatic leadership. She knows the school's strengths and needs accurately and has good systems to check and evaluate its work. She is respected by the staff who show equal commitment to strengthening the school further. Governors oversee the school's work thoroughly and hold it to account.
- Senior and middle leaders are motivated and conscientious in carrying out their roles, thereby confirming the school's capacity to continue improving. This includes planning for the new curriculum which is being implemented timely. The curriculum provides effectively for both the academic and personal development of all groups of pupils. It is extended by a varied range of lunch and after-school activities such as bell-ringing and the 'Jesus and me' club.
- Leaders know that writing skills need to catch up with those in reading and mathematics. The literacy leader has identified areas for improvement through careful analysis of assessments. Inconsistencies in practice, such as presentation, have been identified and some improvements are evident. The teaching of spelling has been patchy and so, therefore, are pupils' spelling skills.
- Assessment of, and for, learning has improved significantly since the last inspection. The school is now devising an assessment system to link with the new curriculum, including a series of targets for each subject. Learning is backed-up by regular and effective assessment of pupils' learning from Reception onwards. This is enabling the staff to adapt both what they teach and the support needed for any pupils who are under-achieving or who need additional guidance. Provision for the most-able pupils is a strength.
- The school is also up-to-speed with changes in the special educational needs provision and what should be provided for these pupils.
- The leadership of teaching is good. Teaching is monitored regularly and teachers receive detailed feedback. The headteacher provides individual overviews of the teachers' performance in the classroom, to which their targets are linked. The school provides training and support to help the teachers to achieve their targets and to fulfil their roles. Teachers find this very helpful. Teachers do not get a pay rise unless they have met all of their targets.
- The school's ethos is based on its Christian values which pupils model from Nursery onwards. Their spiritual, moral, social and cultural development is promoted broadly and well. In particular, teaching emphasises the importance of treating other people, their views and beliefs, equally and in doing the right thing. It is both the ethos and the quality of teaching and activities which promote pupils' enjoyment and good attitudes to learning.
- Additional sports funding has resulted in a greater range of sporting activities. Double the number of pupils who took part previously, now participate. Staff are developing their skills and confidence in teaching a range of sports, helped by new equipment and coaching.
- The school's partnerships with a local academy and its membership of a teaching alliance both extend the range of opportunities for pupils to learn and provide professional development opportunities for the staff. Relationships between home and school are good. Most parents support the school's work and all agree that it is a happy, safe place. The school values its communication with parents, which helps it to know pupils' individual needs and interests, from Nursery onwards. Parents are well-informed about their children's progress through detailed reports which also include their children's targets.
- The local authority does not provide a programme of support because it has not been needed. However, it is available for support if needed and keeps an overview of the school's performance.
- The school's safeguarding procedures meet the safeguarding requirements. Policies and procedures to help keep pupils safe are comprehensive and up-to-date.

■ The governance of the school:

- The governing body knows its strengths and how it needs to improve and sets high standards for the school. It is therefore able to support and challenge the school.
- The governors are well-organised. They use their individual skills well and work effectively as a team to strengthen the school. For example, finances are in good shape and a careful eye is kept on spending.
- The governors check much of the school's work for themselves. Individual governors link with a class and have a theme which they monitor each term and about which they feed back to the governors. Their findings feed into the school improvement plan.
- The headteacher reports regularly to the governors about the achievement of the pupils. The governors question and probe results, such as any variations in subjects and between year groups, and the actions taken by the headteacher rigorously.
- The governors know how pupil premium money is spent and its impact. They know the purpose of performance targets in further improving teaching and check that they are making a difference.
- The governors monitor pupils' personal development as well as their academic development, which the school considers equally important. They ensure that although this is a Christian school, the pupils also have a secure knowledge of other faiths and beliefs.
- The governing body focuses on improving the school further. Members know that the new curriculum is being implemented and that it fulfils requirements. They know the progress made towards the school's assessment system.

The behaviour and safety of pupils

are good

- The behaviour of the pupils is good. Pupils, their parents and the staff and governors agree. Pupils behave sensibly and thoughtfully in lessons and around the school and almost always settle quickly to their work.
- The pupils like school and respect their teachers. They take pride in their school, and keep it tidy and litter-free. Pupils' presentation of their work and layout are variable between classes and subjects because teachers' expectations are not always clear.
- The pupils know how they should behave and treat others. Staff model this well. Stories and teaching reinforce the importance of respecting other people and obeying the law of the land. The pupils practise being young citizens and leaders through, for example, representing fellow pupils on the school council, and being music, equipment and playground buddies.
- Learning encourages the pupils to understand the diversity of people, faiths and cultures in England and the power and responsibility we have to make our world a safe and good place.
- The school's work to keep the pupils safe and secure is good. The pupils are aware of potential dangers such as those caused by using the internet and how to avoid them. The pupils feel safe and know the site is secure from people who should not be there. They trust the staff with any problems they have. They say that there is rarely any bullying. This is supported by the school's records and pupils' understanding that unkindness towards others is unacceptable and goes against what the school stands for.
- Pupils' attendance is average overall and above average in the Year 5 and 6 class. The attendance of a small proportion of pupils pull attendance down in the other classes and the school is addressing this determinedly. Staff track attendance daily and ensure that parents understand the impact of irregular attendance on their children's progress. Punctuality to school is good.

The quality of teaching

is good

- Pupils make good progress in the mixed-age groups because activities match accurately the levels at which pupils of all abilities work and are interesting and challenging. They are encouraged by supportive staff and a 'can do' environment. Pupils concentrate hard and get through a lot of work.
- Pupils made excellent progress in a literacy lesson where they were analysing a text from one friend to another. This was because teaching provided a very specific focus on how pupils could ensure they

presented a balanced response to the letter. It was the attention to detail that enabled pupils to make rapid progress.

- Teaching is often strengthened by the use of an interesting stimulus. Year 1 and 2 pupils were fascinated by a note from Scruffy the dog which helped them to write lively, descriptive sentences based on his feelings about being lost.
- Often, pupils learn with a partner or in a small group. They like this and they benefit from the ideas of others in helping them to decide how to, for example, solve a problem. In mathematics, the older pupils explained how they worked out the value of decimal numbers.
- The teachers check learning as the lesson proceeds and address any misconceptions that have arisen. They use questioning carefully to promote further learning.
- Pupils, and their parents, know how well they are doing. Pupils are helped by individual targets which support their achievement.
- Teaching assistants overall provide effective support. Sometimes it is outstanding in helping lower ability and gifted and talented pupils to make quick progress towards a specific goal.
- Marking tells pupils regularly what they have done well. In literacy, it also tells them clearly what to do next. Pupils like the questions that teachers include as part of marking, which reminds them of recent learning.
- Pupils, overall, do not have a secure knowledge of spellings, especially in Upper Key Stage 2 because teaching has been patchy and with no clear rationale. Expectations of pupils' presentation and layout of their work are variable between lessons. While they write at length in literacy lessons this is not regularly so in other activities. As a result, pupils do not secure good skills and consistent practices such as presentation of work.

The achievement of pupils

is good

- Pupils throughout Key Stages 1 and 2 make good progress in literacy and numeracy. This is because teaching is good, and sometimes better, and activities interest the pupils. Examples of their work support this.
- Pupils also achieve well in, for example, art. Beautiful displays of their work adorn the walls and show the different skills they master in drawing and painting.
- The proportion of pupils making expected and better than expected progress from their different starting points, in English and mathematics, are at least in line with that nationally and above in reading and mathematics, including over time.
- The standards that pupils reach by the end of Year 6 in reading and mathematics are consistently above average although recent mobility in the small cohorts has distorted results. Standards in writing have fallen and are broadly in line. They represent pupils' good progress overall, but with some inconsistency between year groups.
- The proportion of pupils reaching the required standards in the Year 1 screening check in phonics (the sounds that letters make) is above average, rising from average last year, with most pupils recognising almost all of the words. Early readers pronounce sounds very clearly and accurately and use their knowledge proudly whenever they read.
- Progress in Key Stage 1 is good from the end of the Early Years Foundation Stage reflecting good continuity of learning.

- Pupils throughout the school read very regularly for enjoyment and understanding. Year 5 pupils show a good understanding of plots and characters and can give examples of powerful language.
- Most groups make similar rates of progress through the school. This includes disabled pupils and those who have special educational needs. These pupils are identified quickly and supported individually or in small groups and gain secure skills in literacy and numeracy.
- The most-able pupils also achieve well because work is specific to their needs. Activities are planned carefully to make sure they apply what they know in unfamiliar situations, and consider and hypothesise.
- The support for disadvantaged pupils such as those eligible for free school meals, through pupil premium funding, includes additional help to raise their reading, writing and mathematical skills. The numbers eligible are too small to enable meaningful comparisons to be made between the standards that they reach compared to those who are not. However, the rates of progress between the two groups are very similar

The early years provision

is good

- Children start the Nursery with typical levels of skills and knowledge for their age.
- They make good progress through the Nursery and Reception classes in all areas of learning and development. By the end of the Early Years Foundation Stage, the proportion achieving good levels of development is above average, rising further from last year. This represents good improvement from the previous inspection.
- Children of all abilities make good progress, including the most-able children, because the staff know their needs through very regular checks and recording of their learning and development. The staff take into account the children's interests when they plan activities.
- Activities are generally interesting and encourage children's curiosity and involvement. Speaking and listening are central to every activity and support their emerging reading and writing. The children love listening to stories which are the starting point for many discussions and activities.
- Children find plenty of activities to make them want to investigate and learn. They like learning in the outdoor area but it is not used as effectively as it could be. There is not a full range of activities or resources to ensure that the children develop knowledge and skills in all areas.
- Children new to the Nursery have settled down well and this is an example of the good leadership and management of this stage of their education. Already they respond to the staff's expectations of their behaviour and the environment is safe and happy. The children move round sensibly, learn to share and to be kind to their peers. Their transition has been helped by the school's comprehensive communication with parents before they started school. The staff encourage the parents to come into school, share their children's learning and contribute to children's records of learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122798
Local authority	Nottinghamshire
Inspection number	448529

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Paula Martin
Headteacher	Niki Monks
Date of previous school inspection	2 December 2009
Telephone number	01623 822518
Fax number	N/A
Email address	head.teacher@st-maryscofe.notts.sch.uk

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