

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9158  
**Direct email:** rachel.dayan@serco.com



16 June 2015

Nadeem Shah  
Headteacher  
St Edmund's CofE (C) Primary School  
Church Hill Avenue  
Mansfield Woodhouse  
Mansfield  
NG19 9JU

Dear Mr Shah

**Requires improvement: monitoring inspection visit to St Edmund's CofE (C) Primary School**

Following my visit to your school on 15 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection, the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

**Evidence**

During the inspection, a meeting was held with the headteacher and discussions took place by telephone with the Chair of the Governing Body and with a representative of the local authority. I visited all classrooms and held discussions informally with pupils. I looked at a range of documents provided by the school, including the latest version of the school development plan, minutes of meetings of the governing body, and records of the support that the school has received to help it to improve.

## **Context**

A new headteacher has been appointed and took up post in January 2015. There have been other changes in staffing.

## **Main findings**

The rate of progress at the school slowed, understandably, during the autumn 2014, while significant changes were happening in the senior leadership of the school. It has increased since then and is now more rapid than at the time of my previous monitoring visit. You are setting much clearer expectations of the staff and pursuing improvements in the quality of teaching energetically.

You have made major changes to staffing and leadership responsibilities. Subject and phase leaders are now much more involved in work to improve the school than they were before. You are checking on the quality of teaching and the progress of the pupils more systematically and in greater depth than before.

The impact of some of the changes in staffing will not be apparent before September. Nevertheless, you have already brought about greater consistency in teaching. In the lessons that I visited, the pupils had a good understanding of what they were learning about, knew what they had to do and were taking care with the work. The work was not always providing them with enough challenge to make rapid progress.

You have made several beneficial improvements to the curriculum. The pupils are responding to the changes with some enthusiasm. Reading is emphasised more strongly than previously and the pupils are reading more as a result, both at school and at home. A greater proportion of the pupils are taking part in the wider range of sports that you have introduced. The changes are leading to more-positive attitudes amongst the pupils, both to school and to learning. The pupils are finding school more interesting and exciting. As a result, their attendance has improved.

The governing body is playing a full role in pressing for improvements at the school. It discusses in some detail the progress made against the priorities for improvement and asks focussed and pertinent questions. It does not ensure that, when reports that it was expecting about particular aspects of the school's work are unavailable as planned, they are called for at the next and earliest opportunity; that was the case recently, for example, in relation to an anticipated report on looked-after children.

## **External support**

You have capitalised on an effective partnership with another school and a national leader of education. The partner school has provided a range of practical support, which has had demonstrable impact in bringing about the changes in the curriculum and in the quality of teaching. A carefully considered and thorough plan offers reasonable assurance that the school will continue to receive the level of support it

requires currently for the time being. The school's progress and the implementation of the support plan are being kept under review appropriately by the local authority and the diocese.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Nottinghamshire and the Director of Education for the Southwell and Nottingham Diocese.

Yours sincerely

Clive Moss

**Her Majesty's Inspector**

cc. Chair of the Governing Body

cc. Local authority

cc. Diocese