

Inspection of a good school: Edgewood Primary and Nursery School

Edgewood Drive, Hucknall, Nottingham, Nottinghamshire NG15 6HX

Inspection dates:

10–11 March 2020

Outcome

Edgewood Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils at Edgewood are regularly reminded of the school's motto: 'Respectful, Ambitious, Proud and Safe'. Their behaviour at school shows that they understand the importance of these attributes. Pupils work hard and are kind to one another.

The curriculum offers many opportunities for pupils to develop their personalities and interests. Pupils enjoy residential visits. They attend after-school clubs and activities. They take pride in their roles, such as sports leaders, which help the school run smoothly. One parent commented, 'It is great to see our children developing into rounded young people.'

Pupils understand what bullying is. They say that it rarely happens. They trust and respect the school staff. They are confident that if they were bullied, an adult would sort things out quickly.

Pupils say that lessons are interesting. Mathematics is particularly popular. Pupils also value sessions where they learn about what is happening around the world. Older pupils can readily identify Wuhan, the origin of COVID-19 (coronavirus), on a map of the world.

What does the school do well and what does it need to do better?

Pupils learn the key skills of reading, writing and mathematics successfully. The teaching of reading is a priority for the school. Children in Nursery learn to re-tell stories through story maps. In Reception, children start phonics as soon as they begin school. Staff teach phonics well. Children have reading books that match the sounds they have learned. This helps children to gain confidence and to read with increasing fluency. Any child who struggles to read gets effective extra teaching.

The mathematics and writing curriculums are well planned. In mathematics, the curriculum is designed to help pupils remember what they have learned. Lessons recap earlier learning and new ideas are introduced in small steps. Teachers ensure that pupils have plenty of time to practise the skills they need to master. Pupils have a strong recall of their learning in areas such as number, fractions, measurement and geometry. The writing curriculum identifies the grammar, punctuation and spelling skills pupils will learn and when they will learn them. Pupils often practise using these skills through activities linked to books that they read in class. Year 6 pupils wrote very effectively, in a range of styles, about the book 'The Boy in the Tower'.

Pupils enjoy reading. They read often and have weekly visits to the library. Pupils look forward to hearing teachers read stories to them. Teachers choose books that widen the pupils' experiences and lead pupils to reflect upon their own lives and the lives of others. Teachers focus on extending pupils' vocabularies in all subjects. They make sure that pupils learn the meaning of key words linked to the topics they are studying.

While most foundation subjects are taught well, there are some where the curriculum planning and teaching are less strong. In computing, pupils do experience a broad curriculum, but their outcomes are not of high quality. For example, while pupils learn how to write a set of instructions, the programmes they create, even by Year 6, are quite simple. In history and geography, the curriculums do not build effectively on what pupils learned in earlier topics. Pupils do not learn and remember enough in these subjects.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders work closely with staff and parents and carers to ensure that this is the case. Staff know individual pupils well. They adapt their planning and resources to meet pupils' additional needs.

Pupils have positive attitudes to learning. Their behaviour in lessons helps them to learn well and without disruption. In early years, children are settled and are enthusiastic about their learning.

Pupils take part in a range of enrichment activities. The older pupils spend a day at Nottingham Trent University. This aims to raise their aspirations and get them to think about their future. School clubs include one for musical theatre. Pupils in this club perform in the local area. The standard of their singing and acting is always well received.

The school is well led. Parents respect the headteacher. Staff value the support they get from leaders to manage their workload. They work well together for the benefit of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. Staff training is regular and kept up to date. Safeguarding records are well maintained. The members of the pastoral team know the school community well. They check carefully on vulnerable pupils. They work effectively to engage parents and foster positive relationships. They secure specialist support when it is necessary.

Leaders have effective recruitment systems in place to make sure that staff are suitable to work with pupils. Governors understand their responsibilities. They keep the school's systems under regular review.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed the curriculum and made improvements in many subjects. Their work has been particularly successful in reading, writing and mathematics. However, not all subjects are as well planned or taught. This means that pupils do not achieve as well as they could in some subjects. The design of the history and geography curriculums needs revising to ensure that pupils remember, in the long term, the content they have been taught. In computing, leaders should review the implementation of the curriculum so that there are higher expectations of the skills and knowledge pupils can achieve.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122587
Local authority	Nottinghamshire County Council
Inspection number	10121261
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair of governing body	Victoria McCormick
Headteacher	Ed Seeley
Website	www.edgewoodprimaryschool.co.uk/
Date of previous inspection	27–28 April 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was absent from school during the inspection.

Information about this inspection

- I met with the acting headteacher, subject leaders and five members of the governing body.
- I carried out deep dives in reading, mathematics and computing. This involved speaking to curriculum leaders, teachers and pupils, evaluating pupils' books, and visiting lessons. I also considered planning in other subject areas and looked at work in pupils' topic books.
- I met with the subject leaders for history and geography and spoke with pupils about their learning in these subjects.
- I reviewed the arrangements for safeguarding by scrutinising safeguarding records, questioning staff and through discussions with pupils.
- I considered the views of staff, parents and pupils shared through the Ofsted surveys.

Inspection team

Anthony O'Malley, lead inspector

Ofsted Inspector

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