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4 March 2021

Sue Bridges  
Headteacher  
King Edward Primary School  
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Mansfield  
Nottinghamshire  
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Dear Mrs Bridges

### **Additional, remote monitoring inspection of King Edward Primary School**

Following my remote inspection with Andrew Wright, Her Majesty's Inspector (HMI), of your school on 10 and 11 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in October 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- ensure that pupils who are learning remotely have access to texts that match the phonics knowledge they already have
- refine existing curriculum plans so that teachers can easily identify the important subject knowledge they want pupils to learn, and when.

### **Context**

- Since the previous inspection, a new early years leader has been appointed. A new governor has joined the governing body.
- Most year-group 'bubbles' had to learn from home at some point during the autumn term 2020.
- Currently, just over half of all pupils are learning remotely. Half of those pupils with special educational needs and/or disabilities (SEND) and almost all vulnerable pupils are attending on site.

### **Main findings**

- Leaders have ensured that pupils, whether in school or at home, have the support that they need to continue learning in the current circumstances. Parents and carers appreciate this. A typical comment was, 'I am proud that my child attends King Edward Primary School.'
- Before schools partially closed in March 2020, leaders had made a positive start to improving the curriculum. Subject leaders were being trained. Some leaders were using this training to check that the content of the curriculum was well sequenced and demanding. This work has continued despite the circumstances. However, in some subjects, leaders have not identified the most important knowledge that pupils need to learn, and when.
- Leaders have listened to parents' views and improved the remote education on offer. The curriculum that is delivered remotely matches closely that which is taught on site. Teachers record video lessons for a range of subjects. Pupils who are learning at home watch these to help them understand the work that teachers set.
- The newly appointed 'home learning' leader gives valuable support to staff and families. This includes setting up electronic equipment and providing helpful advice on remote education.
- Leaders have adapted the curriculum so that it can be taught effectively during the current circumstances. For example, in music, pupils learn how to make different sounds using their body instead of playing percussion instruments. Teachers have increased the time they spend on speaking and

listening activities in English. This helps pupils who speak English as an additional language to improve their use of vocabulary and grammar while they learn at home.

- Leaders have ensured that providing education for vulnerable pupils is a priority. They check that pupils are taking part in remote education. When needed, leaders are quick to offer support to pupils and families. Leaders ensure that staff keep in regular contact with pupils to check on their well-being.
- Leaders make sure that younger pupils receive daily phonics lessons, whether in school or at home. Teachers explain carefully how to read words using 'robot arms' so that pupils can hear each sound. Most pupils read books that are well matched to the phonics knowledge they have. However, some pupils who are working at home do not.
- Leaders make sure that pupils with SEND get the help they need. Pupils with SEND who are working in school continue to receive the support that they are used to. Those working at home have regular opportunities to talk to staff online. They get extra help to complete work. Staff deliver 'draw and talk' sessions to help pupils who have anxieties about the pandemic.
- Governors are a dedicated team. They understand the education that pupils are currently receiving. They check that pupils learning at home receive a similar curriculum to those in school. Governors have made sure that funding is available to buy electronic devices for pupils who need them.
- The local authority provides leaders with effective support. This includes training to improve the teaching of reading, and support for subject leaders. Staff who access this training are developing expertise in these areas.

## **Evidence**

This inspection was conducted remotely. We spoke to you, members of the senior leadership team, the special educational needs coordinator, two subject leaders, three members of the governing body and a representative from the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also met with a group of pupils, checked a sample of recorded lessons used for remote education, listened to pupils read, met with a small group of staff and examined a selection of minutes from the most recent meetings of the governing body. We looked at responses to Ofsted's online questionnaire, Parent View, including 71 free-text responses, and 33 staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Steve Varnam  
**Her Majesty's Inspector**