

Inspection of a good school: St Edmund's Church of England (C) Primary School

Church Hill Avenue, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 9JU

Inspection dates:

29 June and 12 July 2021

Outcome

St Edmund's Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a happy and harmonious school.

Pupils are highly positive about St Edmund's Church of England Primary School. They say that their teachers are 'the best of the best'. Pupils say that learning in their school is fun. They are enthusiastic about the rewards they receive for behaving well, good attendance and reading at home.

The school is highly regarded in the local community. Parents and carers value the support that their children receive from staff. Many parents praise the work of the school. One parent said, 'It is more like a family than a school.'

Leaders are ambitious for every pupil. They want pupils to leave the school with the skills and attributes they need to succeed in life. The school's ethos is rooted in the values of truth, trust, responsibility, respect, compassion, justice and forgiveness. Integrity is at the heart of the school's work and pupils understand that this means 'doing the right thing, even when no one is looking'.

Pupils behave well in lessons and around school. Pupils appreciate that teachers give them 'thinking time' if they get something wrong. They recognise that this gives them an opportunity to reflect on how they might do things differently the next time. They say, 'We don't really have bullies in this school – it isn't allowed.'

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

Leaders have made sure that pupils learn a broad range of subjects. Curriculum plans are in place for all subjects. These plans identify the important knowledge that pupils need to remember in each year group. This knowledge is planned so that new

learning builds on what pupils already know. Curriculum plans also identify subject-specific vocabulary that will help pupils to remember key learning. For example, in a Year 4 geography lesson, pupils were using technical vocabulary related to rainforests – canopy, forest floor, emergent layer – as they prepared for a debate about deforestation. While regular assessment takes place in English and mathematics, leaders have not yet developed a consistent approach to check what pupils know and remember in foundation subjects.

Leaders go to great lengths to ensure that pupils learn to read well and come to love reading. For example, pupils who read regularly at home are rewarded with the opportunity to attend a 'reading camp' in the school hall. The school library is well stocked with a range of books, and displays around the school encourage pupils to read. Pupils say that they enjoy reading and like it when their teachers read to them. They can talk about their favourite authors and love the challenge of reading more demanding books. Teachers provide pupils with an opportunity to practise their reading skills in a range of subjects.

Phonics is taught systematically. Staff have the knowledge they need to teach phonics well. Teachers check that pupils have learned new sounds. Extra support is given if a pupil is at risk of falling behind. Teachers carefully choose the books that pupils read. The content of these books matches the sounds that pupils already know. As a result, even pupils who find reading difficult read with confidence and enjoyment.

The mathematics curriculum is carefully planned out in every year group. Children in early years develop a good understanding of number. This helps them as they learn more complex concepts as they move up through the year groups. Teachers make sure that they have the subject knowledge they need to teach mathematics well. As a result, teachers explain new concepts clearly. Pupils are given time to practise their skills so that they become accurate and fluent mathematicians. Teachers make daily checks that pupils understand what they have learned and to identify gaps in pupils' learning. Teachers revisit key concepts where this is needed. Extra support is given when pupils have not demonstrated a secure understanding of what they have been taught.

Teachers are ambitious that pupils with special educational needs and/or disabilities (SEND) access the same curriculum as other pupils. Also, pupils with SEND have personalised learning plans. These plans are monitored to check that the interventions used are making a difference to how well these pupils are doing. Teachers also understand that some pupils struggle to learn well because they have emotional difficulties. These pupils receive the help that they need through a range of nurture programmes and an individualised approach.

Leaders want pupils to move to the next stage of their education having received a range of rich and enjoyable experiences. Opportunities to enhance the curriculum are deliberately chosen and carefully planned. These include: sport, music and the performing arts. Visitors to the school and trips and residential visits add to the curriculum, and pupils speak about these opportunities with enthusiasm.

Despite the challenges presented by COVID-19 (coronavirus), there has been a strong sense of community in the school and beyond. Leaders, supported by the governing body, have worked hard throughout the pandemic to make sure that the school has prioritised the right things. However, this has meant that some of the school's usual plans and checks have, understandably, not been completed. These strategic plans and checks to ensure that the school continues to improve should now be prioritised.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety is paramount in this school. All staff are acutely aware of their responsibilities to keep children safe. Staff are alert to any signs of concern. They receive regular training and are clear about the risks that pupils may face. Leaders work with external agencies to make sure that pupils, and families, get the support that they need.

Pupils say that they feel safe in school. They understand how to keep themselves safe online. Parents and staff agree that pupils are safe when attending the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Resume strategic planning and monitoring activities in order to identify and address priorities for future school improvement.
- Develop a consistent approach to assessment in foundation subjects to ensure that teachers have a clear understanding of what pupils know and remember, and to identify gaps in their learning.

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 outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good 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 information from 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 [here](#).

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	122741
Local authority	Nottinghamshire County Council
Inspection number	10198464
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair of governing body	Paul Smith
Headteacher	Nadeem Shah
Website	www.st-edmunds.notts.sch.uk
Date of previous inspection	27–28 April 2016, under section 5 of the Education Act 2005

Information about this school

- The school is an average-sized primary school.
- The school is a voluntary-controlled Church of England school in the Diocese of Southwell and Nottingham.
- The school is part of a formal collaboration with four local Church of England primary schools.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector held discussions with the headteacher, the deputy headteacher and the special educational needs and/or disabilities co-ordinator.
- The inspector spoke to a group of three governors, including the chair of the governing body.

- The inspector carried out deep dives in reading, mathematics and geography. These included discussions with curriculum leaders, teachers and pupils. She also looked at pupils' work, visited lessons and heard pupils read.
- The inspector took account of the 33 responses to Ofsted's Parent View survey and 34 written comments from parents. She considered the views of staff during meetings with them, and took into account the 25 responses to Ofsted's staff survey. The inspector also considered the 64 responses to Ofsted's pupil survey.
- The inspector scrutinised documentation, including the school's plans for improvement, its self-evaluation, minutes of governors' meetings and documents relating to pupils' safety.
- The inspector reviewed records relating to pupils' behaviour and observed pupils' behaviour around the school and at lunchtime.

Inspection team

Caroline Poole, lead inspector

Ofsted Inspector

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