

# Inspection of a good school: St. Mary's Church of England Primary School, Edwinstowe

Paddock Close, Mansfield, Nottinghamshire NG21 9LP

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Inspection date:

18 May 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils told inspectors that everyone is 'respectful' and the school is an 'inspiring' place to be. They like their teachers and enjoy being among friends. They feel safe and know that any worries or concerns will be sorted quickly. Pupils like how adults 'push them to be the best they can be,' especially during the daily run. Many attend the extra-curricular activities that the school offers.

Parents and carers appreciate the school's close-knit community. They appreciate how staff provide an environment that is 'nurturing' and instils a 'strong love of learning' for all children.

Pupils live out the school's core Christian values. Many actively seek ways to support others. For example, pupils made and sold items to raise money for Ukrainian refugees. They learn to respect differences in viewpoint and perspectives. They understand that some pupils, including those with special educational needs and or/disabilities (SEND), may need alternative approaches to help them to be part of this inclusive school.

The school's curriculum is in a period of refinement. In many subjects, the precise knowledge that pupils need to know and learn over time is not clear. Sometimes, teaching methods slow down how well pupils know or recall subject knowledge.

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

Leaders' work to develop the school's curriculum has been hindered significantly due to COVID-19 lockdowns. At present, leaders have created a long-term sequence of learning for all curriculum areas. This outlines what pupils should know by the end of each year. In

some subjects, such as mathematics, there is more detail. Here, leaders have precisely identified what pupils must know and when. However, this is not consistent in most other subjects. Leaders recognise this and have plans in place to address it.

Pupils talk enthusiastically about learning. They like how adults provide opportunities to recap learning from previous lessons. Pupils with SEND are provided with additional resources, such as coloured overlays and personalised timetables to help them to access the curriculum. Sometimes, adults do not address pupils' misconceptions quickly. On other occasions, adult explanations, choices of activity or questioning do not help pupils to deepen their understanding of the subject as well as they could. This slows down pupils' progress.

Leaders have ensured that all staff have the expertise to deliver the early reading programme. Most pupils learn to read quickly and efficiently. Where needed, pupils are provided with support to help them to catch up. Leaders have plans to increase the number of books that are matched to pupils' stages of reading development. They hold workshops, including a 'reading café' to help parents understand how to support their child with reading at home.

Pupils enjoy helping each other, especially during 'family dining'. Older pupils help younger children with lunchtime routines. Pupils look forward to visiting the 'star table' because they have demonstrated the school's values and rules. They commented that bullying was rare in this school.

Leaders have put in place robust actions to reduce pupil absence. This is having a positive impact, particularly for the most disadvantaged pupils.

Relationships between parents, staff and children are strong in the early years. All children work and play together well. They learn routines quickly. Adults take opportunities to extend children's understanding through play. Older children enjoy playing games that require them to sound out words. Younger children re-enact counting rhymes after adults have modelled how to use the equipment.

Pupils learn about fundamental British values and diversity. They learn about different religions and faiths. They appreciate leaders' actions to enhance the curriculum through activities, such as drumming and forest school.

Staff are proud to work at this small school. However, many expressed concerns about workload. Leaders, including from the trust, understand these pressures. They are continuing to develop ways to reduce workload burdens.

Trustees and the local governing body work in collaboration to ensure the school continues to develop. They have an accurate understanding of the school's strengths and development needs.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to help them understand the different types of risks pupils and families may face. They look for patterns and changes in pupils' behaviour that may indicate that they are at risk of harm. They know how to report any concerns. Where necessary, leaders take advice from other agencies to support the welfare of pupils.

Pupils have a secure understanding of age-appropriate relationships. They recognise the risks they face online and know how to report any concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Most curriculum plans are not fully sequenced. This hinders pupils from recalling the school's curriculum well. Subject leaders must complete the work to precisely identify what pupils need to know and when. They should ensure that they make regular checks to ensure that pupils know and remember more of a subject.
- There is inconsistency in how well adults address pupils' misconceptions, provide clear explanations or deepen understanding of the school's curriculum. This slows down learning. Leaders must ensure that all staff have the knowledge and expertise to deliver the school's curriculum. They must ensure staff make accurate pedagogical choices that will help pupils to recall more of knowledge over time.
- Staff worry about workload. This impacts on their well-being. Leaders, including those from the trust, must ensure that as they make changes to the curriculum, further steps are taken to support staff.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Edwinstowe CofE Primary School to be good in September 2014.

## 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 Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	144644
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10281523
<b>Type of school</b>	Infant/Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Blinston
<b>Headteacher</b>	Maria Parkin
<b>Website</b>	<a href="http://www.st-maryscofe.notts.sch.uk">www.st-maryscofe.notts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St. Mary's Church of England Primary School, Edwinstowe joined the Diocese of Southwell and Nottingham Multi Academy Trust in December 2019. When the predecessor school, Edwinstowe Church of England Primary School, was last inspected in March 2018, it was judged to be good.
- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place in March 2020.
- The headteacher took up post in September 2019.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the leaders for behaviour and attendance and a range of staff. The lead inspector met with representatives of the local governing body and the trust.

- Inspectors carried out deep dives in these curriculum areas: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding arrangements by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.
- Inspectors considered the responses to Ofsted's parent and staff questionnaires. They also spoke to a sample group of parents while on site.

### **Inspection team**

Shaheen Hussain, lead inspector

His Majesty's Inspector

Janis Warren

Ofsted Inspector

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