

# Inspection of a good school: East Markham Primary School

Askham Road, East Markham, Newark, Nottinghamshire NG22 0RG

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Inspection dates:

6 and 7 June 2023

## Outcome

East Markham Primary School continues to be a good school.

## What is it like to attend this school?

This is a well-led school where pupils are enthusiastic about their learning. They are proud of their school and make every effort to do well. From learning about butterflies in early years to calculating best value holidays in Year 6, pupils enjoy relevant and interesting learning activities. This enjoyment is evident across the curriculum. For example, one pupil said: 'I love art because it lets me express my feelings.'

Expectations of work and behaviour are high. Living out the school mantra of 'ready, respectful and safe', pupils behave well. Pupils say that when bullying occasionally happens, they trust that adults will deal with it. They know that they can talk to an adult should anything worry them. They feel happy and safe at school.

Staff take great care to meet the needs of pupils with special educational needs and/or disabilities (SEND). Pupils are included in all aspects of the school.

Most parents and carers are happy with the school. One parent, typical of many, commented: 'This school wants to give all its pupils the best possible education and experience it can. Staff take care of the whole child, not simply focusing on academic achievement.'

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

Leaders are determined to help all pupils to fulfil their potential. Disruption during the COVID-19 pandemic impacted pupils' well-being and created gaps in their knowledge of the curriculum. The work that leaders have done to address these issues has had a positive impact on pupils' outcomes. Pupils are achieving well across the curriculum. As one parent commented: 'It is obvious that COVID has caused issues for some children. However, the team at East Markham is going above and beyond to ensure that they are addressed.'

Leaders have designed an ambitious curriculum. Right from the very start, in the early years, teachers skilfully identify and close gaps in pupils' knowledge. In most subjects, leaders have identified the key knowledge and the order in which pupils need to know it. However, in a few subjects, this work is not yet complete.

The youngest children get off to a strong start. Staff work closely to plan and deliver connected, meaningful learning activities. Children are well cared for. They learn to become independent learners. This ensures they are ready for Year 1.

Leaders ensure that reading is at the heart of the school's work. For example, there are resources such as a reading café and activities such as visiting authors. Pupils' love of reading is evident across the school. As one pupil said: 'Reading makes me feel calm.' Leaders ensure that staff have the knowledge to deliver the school's early reading programme. Teachers make regular checks on how well pupils learn to read. This helps them to quickly put in place support for pupils who may need additional help. As a result, pupils quickly learn to read.

All subjects are important at this school. Subject leaders support teachers to deliver the school's curriculum. Lessons flow smoothly, and pupils are keen to share their ideas. They respond well to their teachers and work hard. Most pupils say that classroom behaviour is calm, and interruptions are rare.

Pupils with SEND receive the right support. Leaders work well with external agencies to ensure that the needs of these pupils are met. They have carefully crafted the school's curriculum to ensure that pupils with SEND access the same curriculum as their peers.

Pupils have opportunities to broaden their horizons through a range of learning experiences. They relish opportunities to hold positions of responsibility, such as art, reading and 'OPAL' (outdoor play and learning) ambassadors. Leaders encourage all pupils to take part in clubs, such as multi-sports and performing arts. Through the school's distinctive 'TEAM' approach, every pupil can contribute their views. They learn about people who have different backgrounds and religious beliefs from their own. They show high levels of respect for others. However, some pupils do not have a secure understanding of fundamental British values, such as individual liberty and the rule of law.

Governors check on the school through regular visits. As a result, they have a full picture of what is happening and a clear vision for the future of the school.

Leaders consider staff workload and well-being when making decisions. Morale is high, and staff are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check that all adults who work in school are suitable to work with children. They provide all staff with regular training. As a result, staff understand the vital importance of

safeguarding and report any concerns promptly. Leaders keep detailed records of safeguarding concerns. These records show that actions are appropriate and timely.

Leaders are persistent in engaging the help of outside agencies, including those provided by the local children's services. All staff work well to support pupils and their families.

The school's curriculum helps pupils to learn how to stay safe online and in the wider world.

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

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

- In a few subjects, leaders have not precisely identified what knowledge pupils must know and in what order. As a result, pupils' knowledge in these subjects is not as strong. Leaders need to complete their work on refining the curriculum so that the knowledge pupils must know and remember is clear in all subjects.
- Pupils' recall and understanding of British values are underdeveloped. This does not prepare them well for life in modern society. Leaders should ensure that all pupils have an age-appropriate understanding of British values.

## **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 school to be good in February 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

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| <b>Unique reference number</b>             | 122638   |
| <b>Local authority</b>                     | Nottinghamshire County Council   |
| <b>Inspection number</b>                   | 10269031   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 214  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Guy Le Geyt  |
| <b>Headteacher</b>                         | Laura Duggin and Suzanne Johnstone   |
| <b>Website</b>                             | <a href="http://www.eastmarkhamschool.co.uk">www.eastmarkhamschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 13 February 2018, under section 8 of the Education Act 2005                  |

## Information about this school

- The school's co-headteachers took up their posts in June 2022.
- The school offers a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the co-headteachers, senior leaders, groups of staff, and representatives of the local governing body.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.

- The inspector listened to pupils read to an adult. Discussions with pupils were held at various points during the inspection.
- The inspector considered how well the school protects pupils and keeps them safe. Meetings were held with the school's designated safeguarding leaders to evaluate the effectiveness of safeguarding. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector spoke to parents during the inspection and considered the responses to Ofsted Parent View. He also considered the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including school improvement plans and behaviour records.

### **Inspection team**

Martyn Skinner, lead inspector

Ofsted Inspector

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