

Inspection of King Edward Primary School & Nursery

St Andrew Street, Littleworth, Mansfield, Nottinghamshire NG18 2RG

Inspection dates: 11 and 12 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils are proud to attend this school. They know that staff have high expectations of them. Pupils rise to these expectations. They understand the significance of their school motto, 'Excitement + Determination = Success.' This motivates pupils to work hard and helps them to achieve well.

Leaders are ambitious for all pupils to achieve, especially the most disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders want their pupils to develop 'confidence, self-belief and to sparkle'. They achieve this.

Pupils appreciate the opportunities they have to hold positions of responsibility. They take these positions seriously. School councillors talk proudly of their achievements, including their selection of new playground markings and how successful these have been. Sports leaders support younger pupils at playtimes and lunchtimes with overseeing organised games. Older pupils help younger pupils to understand the importance of looking after their bodies in the 'Healthy Me' club.

Leaders place learning in context wherever possible. There are visits to places such as the Yorkshire Wildlife Park, Creswell Crags and Wollaton Hall. These visits help pupils to acquire knowledge and gain an understanding of history and geography. The curriculum also helps pupils to develop an understanding of how to look after their money and to stay healthy.

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

Leaders ensure that learning to read is a priority at King Edward. Pupils learn to read as soon as they start in the Nursery Year. There is a consistent approach to the teaching of phonics. Leaders coach staff so they are able to fine tune support for pupils. Books match pupils' needs. Reading leaders have high expectations for all pupils. They regularly check that pupils are doing well. Should pupils fall behind, skilled staff provide the support these pupils need to catch up.

Beyond phonics, leaders ensure that the teaching of reading continues to be important. Leaders make sure that there is a range of quality books to read in the classrooms. Incentives encourage pupils to read regularly. For instance, 'ready, teddy, read' motivates pupils to take home a special teddy, who has a range of books. The school uses significant local authors to promote reading. Pupils earn 'golden tickets' to exchange for tokens for the book vending machine. As one pupil, typical of many, stated: 'The school has helped me a lot to read books and explore the types of books I like.'

The curriculum is well structured. Subject leaders identify key knowledge they want pupils to learn. Teachers receive training so that they have the requisite subject knowledge to teach effectively. There are opportunities for pupils to revisit learning. For example, in mathematics, the 'fluent in 5' encourages pupils to recall knowledge

and make connections with current learning. However, in a few subjects, a few teachers are not checking what pupils recall of their prior learning. Leaders ensure that the curriculum is purposeful. In modern foreign language lessons, pupils learn vocabulary and phrases that are useful when travelling in France. One pupil recalled: 'When I went to France, I ordered something in French. The person actually understood me!'

Children in the early years foundation stage (EYFS) settle well. All EYFS staff have high expectations for all children. The curriculum is well organised. Leaders create opportunities for children to develop curiosity and investigative skills. Children work independently and remain focused for periods of time. Staff check regularly how well children progress. Where necessary, leaders adapt learning activities so that children do not develop misconceptions and continue to make progress. Adults develop warm relationships with children. This ensures that children develop confidence and positive attitudes.

Pupils with SEND do well. Leaders ensure that these pupils' needs are well known. Staff adapt activities to suit their needs as a consequence.

Leaders have high expectations of pupil behaviour. Pupils behave well in and around school. Pupils are polite and courteous. Well-established routines ensure that pupils move around the school calmly. Pupils enjoy coming to school. Leaders understand the barriers to securing good attendance. They adapt systems to overcome these barriers with great success.

Pupils have a clear understanding of equality and diversity. The school's curriculum prepares pupils for life in modern Britain. Pupils develop an age-appropriate understanding of healthy relationships. There is a broad range of activities for pupils to experience, such as football, badminton, dance and art.

Senior leaders are resolutely focused on improving the school. They ensure that staff morale is high. Staff say leaders consider their well-being when any changes are necessary. Senior leaders have invested well in developing subject leaders. However, in a few subjects, subject leaders have not fully checked on the implementation of their curriculum. Governors have a sound understanding of their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say they feel safe. They learn how to keep themselves safe when working online. Should bullying occur, pupils know that staff will deal with it. Pupils go to a trusted adult if they have any worries.

All staff understand their responsibilities to keep pupils safe. Clear reporting systems enable staff to share records of concern about pupils. Leaders regularly scrutinise these records. They take prompt action to address any potential concerns of harm

or neglect. Leaders are tenacious in ensuring that pupils and families receive the support they need. Leaders ensure that only appropriate adults work in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, a few teachers are not checking pupils recall of prior learning. As a consequence, there are gaps in what some pupils know and remember. Leaders should ensure that there are systems in place so that teachers check precisely what pupils remember and use this information to plan lessons to resolve those gaps. Leaders should have consideration for staff workload and pupil well-being when designing these systems.
- Senior leaders have invested well in developing the knowledge and skills of subject leaders. However, in a few subjects, leaders have not fully checked on the implementation of their curriculum. This means there are some inconsistencies in what teachers are delivering. Senior leaders should ensure that subject leaders have the time to systematically check on the implementation of their area of responsibility so that it has maximum impact.

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

Unique reference number	133274
Local authority	Nottinghamshire County Council
Inspection number	10268343
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	433
Appropriate authority	The governing body
Chair of governing body	Phillida Smith
Headteacher	Sue Bridges
Website	www.kingedwardprimary.co.uk
Date of previous inspection	20 May 2021, standard monitoring inspection under section 8 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the special educational needs and or disabilities coordinator.
- Inspectors carried out deep dives in five subjects: reading, mathematics, physical education, music and modern foreign languages. To do this, they met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for history and geography.

- The lead inspector met with four members of the local governing body, including the chair.
- The lead inspector met with a local authority representative.
- The lead inspector took account of the responses to Ofsted’s free-text service for parents, Ofsted Parent View, as well as the responses to Ofsted’s staff survey. Inspectors spoke informally to parents outside the school. Inspectors also spoke to pupils at various times throughout the day.
- Records of attendance, behaviour and safeguarding were scrutinised. This included the school’s single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils’ behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty’s Inspector
Rob della-Spina	Ofsted Inspector
Donna Moulds	Ofsted Inspector

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