

Inspection of a good school: King Edwin Primary and Nursery School

Fourth Avenue, Edwinstowe, King Edwin Primary School, Mansfield, Nottinghamshire
NG21 9NS

Inspection dates:

27 and 28 February 2024

Outcome

King Edwin Primary and Nursery School continues to be a good school.

What is it like to attend this school?

This school is exceptionally welcoming. Pupils have strong, positive relationships with adults. One pupil said, 'The school is like a second family.' Pupils feel safe. They know that adults will help them sort out any problems.

Parents and carers have many opportunities to take part in school life. They can participate in daily reading sessions. The school holds regular surgeries where parents can discuss any issues. Parents value these chances to engage with the school.

The school has high expectations of pupils' behaviour. Pupils meet these high expectations. They make excellent use of lesson time. They are focused and keen to learn. Teachers encourage pupils to experiment with their own ideas about their learning. Pupils show a high degree of resilience to keep trying, even if they do not succeed at first. Pupils understand the school's values and demonstrate them through their actions. Pupils are proud of their school and like the rewards assemblies.

Pupils enjoy the wide range of clubs available. These include sports and music clubs. All pupils have many opportunities to develop their leadership skills. They can take part in the eco-council, act as play leaders or become mental health ambassadors.

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

The school has identified the key knowledge that pupils should learn from the early years to Year 6. The curriculum plans are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND). Staff have excellent subject knowledge and guide pupils well to understand new learning. In most subjects, staff select activities that are suited well to pupils' learning. In mathematics, this is especially the case. The mathematics curriculum is very well sequenced. This leads to strong pupil outcomes in this subject. In a few subjects, the school is still developing its assessment approaches.

As a result, in these subjects, teachers do not always have the information they need to identify and address gaps in pupils' knowledge.

The school is focusing on further improving pupils' skills in writing to help them communicate their ideas and demonstrate their understanding. Leaders recognise there is more work to do to bring about this improvement.

The school has further improved the quality of phonics teaching. The school prioritises early reading from when children join the school in the nursery. Staff quickly identify when pupils need extra help with their reading. Most pupils read confidently and with fluency. For a minority of pupils, the learning moves too quickly, and this leaves a few gaps in some pupils' learning. The school has created a successful 'love of reading' culture. All pupils read a quality text daily in school. Pupils can become a pupil librarian, and they enjoy this role. Pupils write about their favourite books and authors. They share this knowledge, with enthusiasm, with the rest of their class. Adults read a story daily to all pupils.

Children in the early years learn to share well. Routines are quickly established. This includes using songs to help them learn numbers and sounds. The children are confident in expressing their ideas. They are well mannered. In a minority of cases, the children are not sure of the purpose of the activity. This is because adults have not explained this well enough.

The school quickly identifies when pupils need additional help with their learning. The school puts effective strategies in place for these pupils. Most pupils with SEND learn the curriculum successfully alongside their peers. A small number of pupils with SEND struggle to recall some prior learning. Most parents comment positively on the support that pupils with SEND receive.

The school prioritises pupils' well-being. Pupils learn about healthy eating and mental health. They have lessons on how to keep themselves safe, including when online. The school works with specialists to help with pupil anxiety. Pupils value the play therapy sessions. The school provides excellent opportunities that go beyond the academic curriculum. These include fitness lessons, learning about first aid, and taking part in rock music bands and football clubs. Pupils benefit from visiting speakers such as the police and religious leaders. A Paralympian delivered physical education lessons. All these experiences are well designed to enrich the pupils' lives. Pupils particularly enjoy taking part in regular debates, where they discuss matters such as, 'Is it ever OK to lie?'

Staff enjoy working at this school. They are positive about the choices leaders make about their well-being. Governors are supportive and know the school well.

Staff receive high-quality, regular training to help them teach the curriculum. Teachers new to the profession feel positive about the high-quality support they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school does not yet have systems in place to check pupils' understanding. As a result, staff do not always have the information they need to address gaps in pupils' learning. The school should ensure that the assessment systems currently being developed enable staff to identify and address gaps in pupils' understanding.

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 July 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122639
Local authority	Nottinghamshire County Council
Inspection number	10313251
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	Philip Jones
Headteacher	Andy Callaghan-Wetton
Website	www.kingedwin.notts.sch.uk
Date of previous inspection	4 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school did not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other members of the leadership team.
- The inspector met with leaders responsible for provision for children in the early years and the provision for pupils with SEND.
- The inspector met with representatives of the board of governors.
- The inspector carried out deep dives in early reading, history and mathematics. For each deep dive, the inspector held discussions about the curriculum, visited a sample

of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

Inspection team

Lisa Harrison

Ofsted Inspector

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