

# Inspection of a good school: Prince Edward Primary School

Queen Mary Road, Sheffield, South Yorkshire S2 1EE

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Inspection dates:

12 and 13 March 2024

## Outcome

Prince Edward Primary School continues to be a good school.

## What is it like to attend this school?

Pupils live and breathe the school's nine values which include respect, determination and kindness. Those pupils who receive the 'Pride of Prince Edward' award for demonstrating the school's values take great joy in wearing their badge.

In lessons pupils are focussed and attentive. They have very positive attitudes to their learning. They move around school calmly. Pupils respond well to the high expectations of staff and follow well-established routines. They know that they are all treated with fairness. They demonstrate courtesy and respect and they are warmly welcoming of visitors. Strong and positive relationships form the bedrock of pupils' experience at school. Because of this, they are happy and feel safe at school.

Leaders have high expectations of pupils. Pupils, including those with special educational needs and/or disabilities (SEND), follow an ambitious curriculum that matches the scope of what is expected nationally. Pupils work hard and produce work of a good quality in different curriculum subjects.

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

The school has developed and introduced an ambitious curriculum. Pupils follow a clear sequence of learning that starts in the early years foundation stage. Teachers' secure subject knowledge means that pupils experience interesting and well-structured lessons. Teachers use a range of strategies to make sure that pupils remember their learning. In lessons pupils regularly revisit previous learning. Teachers make regular and accurate checks on pupils' learning in lessons to plan what they should be learning next. However, checks made on whether pupils are remembering the intended knowledge more widely, and over time, is not as well developed. In science, pupils develop their scientific skills over the course of their time in school. They plan, design and conduct experiments with increased complexity as they progress through school. They enjoy science and know what it means to work scientifically. Pupils acquire rich scientific knowledge over their time at school.

Pupils with SEND access the same ambitious curriculum. Where necessary, these pupils receive effective support from adults or have appropriate adaptations to the curriculum in order to support them to achieve well. In a small number of lessons, some pupils with SEND undertake activities that do not support their learning precisely enough.

In the core subjects of reading and mathematics, the school has a firm commitment to ensuring that pupils master the basics in order to then develop fluency. Phonics and mathematics lessons have clear structures and are taught by teachers who have received high quality support and training. Children in early years develop early skills in mathematics in a range of contexts. Books are shared, celebrated and enjoyed. They get off to a strong start in learning to read.

Children in early years show enjoyment and independence in their learning. The environment is designed to support all areas of learning. Children's behaviour reflects adults' high expectations and well-established routines. Nursery children consider some big questions such as, 'Is mud good or bad?'. They used this question to reflect upon what they learn about natural habitats, living creatures and environments.

Pupils show high levels of politeness and courtesy. They show respect for each other and for adults. When moving from one part of school to another, pupils' conduct is calm and orderly. They cheerfully chat with each other over lunchtime. The school prioritises high attendance. Leaders are relentless and tenacious in ensuring that pupils come to school regularly and on time.

The United Nations Convention on the rights of a child underpin the values and policies of the school. The school has attained the Rights Respecting Schools Award at gold level. Through this approach, pupils experience a strong personal development offer. Pupils have a deep understanding of what it means to respect the rights of others and the rights they enjoy themselves. They are alert to discrimination and have a strong sense of right and wrong. The school has developed a culture where pupils value speaking out and having their voice heard. One pupil, expressing the views of many, said, 'We are all individual, special and important'.

The strong leadership by governors and leaders is founded on mutual trust and support. Governors have clear roles and responsibilities and they know the school well. There is a strong vision and ambition shared by all. Staff feel valued and supported. Leaders care for them and are considerate of their workload.

## **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 curriculum subjects, assessment systems to track how well pupils understand their learning are not fully developed. This means that the school does not have a

consistent picture of how well pupils remember what they have learned in all curriculum subjects. The school should ensure that assessment information is used consistently to accurately check what pupils know and need to learn next, in all curriculum subjects, to inform future curriculum planning.

- While the school has designed a precise and well-sequenced curriculum, sometimes, the delivery of the curriculum for pupils with SEND is not precisely matched to their learning needs. This means that occasionally, some pupils do not learn as well as they could. Leaders should ensure that staff receive training on appropriate pedagogical and activity choices so that the delivery of the curriculum is consistently effective for all pupils.

## 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 November 2013.

## 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

<b>Unique reference number</b>	107090
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10289924
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janet Hickey
<b>Headteacher</b>	Matt Sieczkarek
<b>Website</b>	<a href="http://www.princeedward.org.uk">www.princeedward.org.uk</a>
<b>Date(s) of previous inspection</b>	13 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point in time judgement about 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 leaders. He also met with members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. 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.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspector took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey. The inspector spoke informally with parents at the end of the school day.
- During the inspection, the inspector met with groups of pupils, both formally and during less structured parts of the day.
- 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.

### **Inspection team**

Dughall McCormick, lead inspector

His Majesty's Inspector

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