

Edwinstowe CofE Primary School

Inspection report

Unique Reference Number	122798
Local Authority	NOTTINGHAMSHIRE
Inspection number	292513
Inspection dates	24–25 April 2007
Reporting inspector	Roger Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	115
School	
Appropriate authority	The governing body
Chair	Mrs Kathleen Edwardes
Headteacher	Mrs Nicola Monks
Date of previous school inspection	14 January 2002
School address	Paddock Close Greendale Avenue Mansfield Nottinghamshire NG21 9LP
Telephone number	01623 822518
Fax number	01623 822518

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Pupils are taught in four full time classes and an afternoons-only class for new entrants. All pupils are from White British families and speak English as their main language at home. The proportion of pupils with learning difficulties is below average. The area's socio-economic conditions are above average. The school operates a daily pre-school and after-school club in conjunction with a neighbouring primary school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. The school is highly regarded by parents and well liked by pupils, who say they enjoy school. Leadership and management are satisfactory and the headteacher has ensured that pupils' behaviour has improved and that pupils' achievement and progress are satisfactory and improving.

Children enter Reception with knowledge and skills above what are expected nationally. They quickly settle in and make sound progress in Reception because their needs are carefully assessed and effectively met. During their time at the school, pupils make satisfactory progress overall but sometimes, in Years 1 and 2, not enough is expected of higher attaining pupils who could do harder work, especially in mathematics. Pupils' work and school records indicate that the current Year 6 pupils are attaining above average standards in English and mathematics. By the end of Year 6, standards in science are only average and more able pupils are sometimes doing work that is too easy for them, as a result, pupils' skills in science investigations are underdeveloped.

Care, guidance and support for pupils and the quality of teaching and learning are satisfactory. The headteacher has recently introduced an effective system for checking pupils' progress. Extra support is given to pupils who are falling behind and this is helping to improve their achievement. Pupils with learning difficulties make satisfactory progress because they are identified early and given appropriate support, often by teaching assistants. The school has introduced an effective system to give pupils ambitious targets to aim at in their writing but the system is not fully used in all classes. In classes where teachers use the target-setting system well, pupils make the best progress in their writing. In Year 5 and 6 many pupils are unaware of their targets and pupils are given insufficient guidance on how to improve their work. The school is aware of the need to extend the system for setting targets to include mathematics and science targets.

The curriculum is satisfactory. It helps pupils gain good levels of personal development and well-being but, in some classes, does not provide enough challenge or interest for more able pupils. Pupils' personal development and well-being are good. The school is a happy place where pupils behave well and enjoy working together. Older pupils enjoy taking responsibility for helping the smooth running of the school and for helping other pupils. They act safely and feel safe in school, confident that they can turn to any adult for support if they are worried about anything.

Although monitoring and evaluation have recently improved and are satisfactory, further training in these skills for subject leaders is needed to enable them to carry out their roles effectively. Governance is sound. The governors provide good support to the school. The school gives satisfactory value for money.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Improve pupils' investigation skills in science.
- Ensure that higher attaining pupils are provided with sufficient challenge in all classes.

- Ensure that all teachers set challenging targets for pupils in writing, mathematics and science and help pupils understand how to assess and improve specific aspects of their work.
- Enable subject leaders to improve their role by developing their skills in monitoring and evaluation.

Achievement and standards

Grade: 3

Pupils' achievement, progress and standards are satisfactory overall. Children make sound progress in Reception and most children exceed national expectations by the end of Reception. Pupils continue to make satisfactory progress in Years 1 and 2 but sometimes not enough is expected of higher attaining pupils who could do harder work, especially in mathematics. Standards achieved by Year 2 pupils in national assessments have been above average over the last few years. In Years 3 and 4, progress is good and pupils achieve well and standards are rising because all pupils are expected to do their best. In Years 5 and 6 pupils make satisfactory progress. Standards in national test results for Year 6 pupils have been a little above average recently, but school records and Year 5 and 6 pupils' current work indicate that standards are higher this year and are now significantly above expected levels in English and mathematics. Science standards are average and many pupils could do better. Their investigative skills are limited and too few pupils attain higher levels in science. Too much science work consists of completing work-sheets. Throughout the school, pupils' speaking and listening skills are above average.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and social development, is good. Pupils have good insights into human emotions and act on a clear understanding of what is right. Although pupils in Years 3 and 4 have had some useful Internet contact with children in India, the school has recognised the need to improve on pupils' only satisfactory understanding of other cultures. Pupils value the friendships they form and develop positive attitudes to learning and to school, which are reflected in above average attendance. By the time that they leave school, most are mature, confident and hard-working. They understand how to act safely and their good understanding of health issues is indicated, for example, in their good uptake of healthy snacks and their enthusiastic participation in sporting activities. The school council provides pupils with a voice in the running of the school and they are, rightly, proud to be involved in decision making. The council is currently leading the formation of a 'playground buddy' scheme. Good links with the church and involvement in charity work enables pupils to make a good contribution to the wider community. Above average standards in basic skills such as literacy and mathematics and pupils' ability to work well together provide them with good preparation for the next stage of education and the world of work beyond.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. In all classes, staff have high expectations of pupils' behaviour and relationships are well managed. Reception children are sensitively managed and children quickly develop confidence, behave well and enjoy school. In Years 1, 2 and 5 and

6, planning meets the needs of most pupils, but sometimes the more able pupils are given work that is too easy for them. Teaching in Years 3 and 4 is good because it meets the full range of learning needs and provides a suitable challenge for all pupils. In Year 5 and 6 marking is over-general and does not consistently provide enough guidance to pupils. In some classes, pupils are given insufficiently clear information of what a good piece of work might look like. This limits their ability to assess their own and each other's work so that they can see exactly where and how to make their work better.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and results in satisfactory achievement and in pupils' good personal development and well-being. Sometimes the curriculum does not provide enough opportunities for higher attaining pupils to undertake investigations or use and apply their skills and knowledge. In some classes, higher attaining pupils sometimes lose concentration by the end of lessons when work provides them with too little challenge and interest, or comprises of completing work-sheets. In Reception, the curriculum provides good balance between teacher-directed and more independent tasks. The PE subject leader has made good links with the local secondary school to improve specialist provision for PE and dance. Pupils appreciate that the range of school clubs has improved over the last year and extra curricular provision is satisfactory.

Care, guidance and support

Grade: 3

Improved assessment and a new system for tracking progress are helping the school identify potential underachievement. The headteacher analyses assessment results to identify pupils who need additional help. Extra support is provided for lower and middle attaining pupils to help these pupils to catch up and attain in line with their abilities. In consultation with parents and pupils, the school prepares effective plans and clear and challenging targets for learning to guide the work of pupils with learning difficulties. Higher attaining pupils in some classes are not challenged enough however. Although all pupils are given targets for writing, in some classes these are not known by pupils and this slows their progress. The school recognises the need to ensure that the target setting system is used more consistently and to extend it into other subjects. The quality of pastoral care is good and leads to positive relationships among everyone at the school. Effective procedures and routines, and staff training, ensure that standards of health and safety are maintained and that arrangements for child protection and for safeguarding pupils are in place.

Leadership and management

Grade: 3

Leadership and management are satisfactory, with some good aspects. The headteacher, during the eight months she has been in post, has won the support of staff, many parents and governors. Staff show a shared determination to improve the school and welcome the effective leadership provided by the headteacher. The new behaviour policy and its associated system of rewards are popular among pupils and have resulted in good behaviour throughout the school. The school has satisfactory capacity for further improvement. Standards are rising, especially in writing where the headteacher has focused the school's work. Monitoring and

evaluation have improved and the school has a satisfactory grasp of its strengths and where further development is needed. Sometimes, more challenge is needed to ensure that all staff adhere to school policies, such as the recently introduced target-setting system in writing. More training is needed to improve subject leaders' skills in monitoring and evaluation so that they can help improve the quality and consistency of teaching and learning in their subjects. Governors make a satisfactory contribution to helping the school improve. They have a sound overview of where improvements are needed. Governors carry out their roles in a satisfactory manner. They are now receiving clearer information about the school's development and this is helping them to ask more searching and challenging questions to help the school improve.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

26 April 2007

Dear Children

Inspection of Edwinstowe C of E Primary School, Mansfield, NG21 9LP

Thank you for making me so welcome when I came to inspect your school. I am pleased that you like your school so much. I thoroughly enjoyed talking with you and your teachers and watching you learn. I think your school is properly run and is giving you a satisfactory education that is improving. Adults provide satisfactory teaching and care for you so that you make sound progress. Your behaviour is good and most of you attend well. You know right from wrong, show consideration for others and show good understanding of what it means to be friendly and helpful to each other. I was impressed by how older pupils take responsibility for helping others within the school and by the work of your school council. Pupils with learning difficulties make sound progress because the school gives good attention to helping them learn.

There are four things that I have asked your school to work on.

- Improve your investigation skills in science.
- Always give hard enough work to those of you who find learning easy.
- Set targets for you in writing, mathematics and science and help you see how to improve particular aspects of your work.
- Help subject leaders find out more about how well you are learning.

With very best wishes for the future,

Mr Sadler Lead Inspector