

King Edward Primary School

Inspection report

Unique Reference Number	133274
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	316055
Inspection dates	31 October –1 November 2007
Reporting inspector	Susan Aldridge

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	376
Appropriate authority	The governing body
Chair	Mr Rick Robinson
Headteacher	Mrs Sue Bridges
Date of previous school inspection	3 February 2003
School address	St Andrew Street Littleworth Mansfield Nottinghamshire NG18 2RG
Telephone number	01623 472215
Fax number	01623 472216

Age group	3-11
Inspection dates	31 October –1 November 2007
Inspection number	316055

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. Most pupils are of White British heritage. The proportion eligible for free school meals is average, and so is the percentage with learning difficulties and/or disabilities. The proportion with a statement of special educational need is very low, as is the percentage in public care. There is a lower than average proportion of pupils at an early stage of speaking English. Pupils' socio-economic circumstances vary, but are average overall. Following the retirement of the headteacher in December 2006, an acting headteacher led the school during the spring term and a new headteacher was appointed in April 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Inspectors agree with the current leaders of the school that its overall effectiveness is inadequate and it does not provide value for money. Nevertheless, children get off to a flying start in the nursery, where the provision is good. Although children enter with knowledge and skills slightly below those expected at their age, they make good progress and standards are above average by the end of Reception. However, this strong position is not maintained. Since the school's last inspection, standards up to and including Year 6 have fallen dramatically and too little has been done to improve the situation until recently. In the recent Year 2 assessments standards were below average; however, the outcomes of the Year 6 national tests were well below average. Although the school is providing a satisfactory standard of education and care, and pupils' personal development is satisfactory, their achievement by Years 2 and 6 is inadequate. Indications are that recent initiatives are now enabling most pupils to make satisfactory progress in lessons. However, it remains to be seen if this is sufficient to enable them to make up for lost ground and reach the standards of which they are capable. As a result, pupils in Year 6 are not adequately prepared for the academic demands of secondary schooling and future employment. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards in English, mathematics and science in Years 1 to 6.

Parents are positive about the school and are particularly pleased with new developments. Inspectors agree with one who wrote, 'The new headteacher has revitalised the school.' She swiftly identified what needed to be done and, with the support of staff and governors, has set in motion a series of changes that have had a positive effect on almost all areas of the school's work. Inspectors agree with the school that teaching and learning are satisfactory. This is largely due to the impact of the suitable support given to staff, which has helped them improve planning, target setting and marking. However, practice is not yet equally good across the school. Adjustments made to the curriculum, which is satisfactory, are making learning more enjoyable for pupils. For example, the addition of 'choices' on Friday afternoons is popular with pupils and is motivating them to learn. There are suitable opportunities for pupils to contribute to school life and the wider community. They develop a satisfactory appreciation of the importance of healthy lifestyles and personal safety. Pupils like the way that achievements are now recognised and celebrated. The school has recognised that exceptionally low standards in writing are linked to a lack of opportunities for writing in a range of ways across the curriculum. Appropriate strategies are now in place to remedy this position. Care, guidance and support are satisfactory. This area has been strengthened by improved procedures for encouraging good behaviour including additional support from external agencies for pupils with behaviour difficulties. Behaviour has improved significantly, which has accelerated pupils' learning in lessons. Pupils say that they now feel safer in school. A robust system for checking pupils' progress and targeting support where it is needed most has been introduced. As a consequence of recent changes, staff morale has shot up and all are working hard to secure improvements. Groups of pupils supported by teaching assistants now have rooms to work in instead of corridors. An increase in staffing has enabled teachers to work with smaller groups or to have additional teaching assistants in large classes. Such changes have improved attitudes of both staff and pupils towards teaching and learning.

Leadership and management are satisfactory overall. Some members of the leadership team and subject coordinators are fairly new to their roles and have little experience of monitoring and evaluation. However, suitable strategies are in place to provide them with guidance, training and the time to carry out their roles. They demonstrate commitment to their new roles and increasingly approach their responsibilities with confidence. Similarly, the governors have identified the need to extend their roles so that they contribute more effectively to monitoring and evaluating the work of the school. They have made a satisfactory start. At present, the school's self-evaluation and its capacity to improve further is satisfactory.

Effectiveness of the Foundation Stage

Grade: 2

Children quickly settle and clearly feel at home because they are well cared for; staff work well as a team and in close partnership with parents. Because teaching is good, children make rapid gains. Progress in personal, social and emotional development is particularly good. Leadership and management are good, resulting in a nursery environment that is both vibrant and stimulating. In the nursery and reception areas, resources are of good quality and are effectively organised to provide children with a wide range of appealing activities across all areas of learning. Assessment information is analysed adequately to identify areas for improvement. Suitable action leads to improvement, such as in children's skills in calculating. Refurbishment of the enclosed outdoor area was almost complete at the time of the inspection. Despite the lack of a grassed area, indications are that the new facilities will add to already good opportunities for learning.

What the school should do to improve further

- Ensure that there is consistent good practice in teaching, particularly in planning for pupils of different abilities, target setting and marking, so that standards rise in English, mathematics and science.
- Increase opportunities for writing in all subjects.
- Extend the roles of governors and staff with whole-school responsibilities so that they contribute more effectively to monitoring and evaluation.

Achievement and standards

Grade: 4

In general, children enter the school with skills and knowledge that are slightly below average. In the 2007 Year 2 teacher assessments, standards were below average. However, the results of the 2007 national tests of pupils in Year 6 were well below average overall, reflecting the fact that all groups of pupils have made inadequate progress in their time at the school. There are some examples of good achievement, such as in reading in Year 5. In general reading standards are better than those in writing, although there is some underachievement in reading in Year 2. Standards have plummeted since the last inspection, largely because assessment information has not been used effectively to identify pupils who are falling behind and who need support. The lack of systematic monitoring of teaching and learning limited the school's ability to identify weaknesses. As a result, pupils fell further and further behind. Although most pupils are now making satisfactory progress in lessons, they are not yet achieving the standards of which they are capable because there is such a steep hill for them to climb.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. They get on amicably with each other, grow in self-esteem and have a sound awareness of different cultures. Attendance is satisfactory, although family holidays taken during term-time reduce the overall figure. Pupils say they are enjoying school much more 'because behaviour is better and lessons are more interesting.' It is evident from books that they are taking more pride in their work and beginning to take responsibility for their learning. Behaviour in lessons and around the school is satisfactory. Pupils have a sound understanding of what to do to keep safe. Their appreciation of healthy living is satisfactory although there are some gaps in pupils' understanding of sensible eating habits. Pupils support local charities and take part in arts and sporting activities in the local area. Through the school council, they discuss the school's future development and their part in this process. However, their preparation for future economic well-being is inadequate. The standards they achieve, particularly in the key skills of numeracy and literacy, are too low.

Quality of provision

Teaching and learning

Grade: 3

Teachers express approval for recent changes and indicate that they feel well supported in improving their practice. As a result of work done to improve behaviour, lessons are calm and purposeful so that teachers can focus on teaching. Staff have good relationships with pupils and motivate them by rewarding good effort and achievements. Accurate assessment is now used to plan suitable tasks for pupils of different abilities, although occasionally tasks are not quite challenging enough. Although teachers share learning objectives with pupils, they are not equally good at reviewing these later to check how much learning has actually taken place. In the best practice, pupils know what they have to do to be successful and can evaluate their own work. Occasionally, too little attention is given to what pupils need to do to improve further. All teachers have taken up the challenge of setting targets for pupils in mathematics and these are well displayed in classes. Where pupils have these pasted into their books, they know their targets well and this is helping them to apply themselves to their tasks. In other instances, some are unsure of their targets, which limit their usefulness in motivating pupils to try hard and do their best. Staff have contributed to the new marking policy and most work is adequately marked. However, marking does not always identify what pupils need to improve.

Curriculum and other activities

Grade: 3

The school has recently placed a stronger emphasis on improving pupils' social and emotional development and their attitudes to learning. This is contributing well to the work being done to raise standards. There are suitable programmes to meet the needs of pupils with learning difficulties and/or disabilities or who speak English as an additional language. Pupils appreciate the good range of visits to places of interest and special themed days, such as the recent Tudor Day. They understand that these have been recently introduced to help to bring learning to life. The school rightly identified that, amongst other things, frequent use of worksheets reduced opportunities for pupils to write, particularly at any length. Although this weakness is being

addressed appropriately, changes are very recent and have not yet had an impact on standards in writing.

Care, guidance and support

Grade: 3

Relationships between staff and pupils are good, fuelled by the new emphasis on encouraging, recognising and celebrating pupils' successes. The recently reviewed behaviour policy includes clearly defined rewards and sanctions; it is being consistently applied and is effectively improving behaviour. The school is working constructively with parents and outside agencies to improve behaviour and attendance. There are suitable procedures in place to promote pupils' welfare and safety, and safeguarding arrangements meet current requirements. More rigorous systems for monitoring how well pupils are progressing in reading, writing and mathematics, and for recording their progress in other subjects, are in place and are enabling teachers to target support where it is needed most. An increase in the number of suitably qualified teaching assistants has strengthened the support available for vulnerable pupils. Adequate guidance about how to improve is given in the form of targets in mathematics and there are appropriate plans to introduce individual writing targets next term.

Leadership and management

Grade: 3

The newly appointed headteacher has taken decisive action to halt the decline in standards. There is now a strong emphasis on achievement and a culture of it being 'cool to succeed' is developing in the school. Challenging targets have been set for pupils' attainment in each year group by July 2008, and there is a clear strategy for achieving this including increased accountability of class teachers for the progress pupils make. The headteacher has the confidence of governors, staff and parents, all of whom recognise the considerable impact that recent changes have had on provision and pupils' behaviour. Other staff with leadership responsibilities feel equal to the challenges presented because they are well supported and given the time to learn new skills and carry out their roles. Governors know that they need to contribute more fully to monitoring and evaluating the school's performance. Whilst many beneficial changes have been made to staffing, the accommodation and resources, these are too recent to have had a discernible impact on pupils' achievement. Nonetheless, the success in improving pupils' behaviour shows that there is the capacity to secure the necessary improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

2 November 2007

Dear Pupils

Inspection of King Edward Primary School, Mansfield, NG18 2RG

Thank you for making us welcome in your school, especially those who talked to us about school life. It was good of you to let us work in 'The Busy Box' too. We enjoyed our visit.

We were pleased to hear that you think that behaviour in the school has improved and that you feel safer in school than you did a while ago. You, the staff, governors and your parents are pleased with the changes that have been made by Mrs Bridges and we agree that she is a good headteacher. It was good to hear that you are enjoying school more, as you find lessons more interesting and you like the visits and special days such as the Tudor day. We found that children in the nursery get a good start and make good progress. You are developing well enough as young people, learning to live healthily and keep yourselves safe. You also contribute to school life, raise funds for charity and take part in community activities.

Your lessons have not helped you to reach high enough standards in English, mathematics and science, and test results have fallen in recent years. This will make it difficult for you to manage in secondary school or get jobs in the future, so we have asked Mrs Bridges and the staff to do three main things to raise standards. Firstly, we have asked your teachers to make sure that you have work to do that is not too easy or too hard, but just right. They will mark your work so that you know what to do to improve it, and they will make sure that you know your learning targets. Secondly, we have asked them to give you more opportunities to write, not just in literacy but in all subjects. Thirdly, governors and all staff who are responsible for particular things in school are going to help Mrs Bridges to check that everything is happening as it should be and measure improvements carefully.

Inspectors will be coming back in about six months to check on the progress that the school has made. You can help towards improvement by behaving well all the time, attending regularly and making sure that you do all you can to reach your targets. Be cool, and succeed!

We wish you all the best for the future.

Mrs S Aldridge

Lead inspector