

# King Edward Primary School

## Inspection report

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<b>Unique Reference Number</b>	133274
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	328686
<b>Inspection dates</b>	11–12 November 2008
<b>Reporting inspector</b>	Julie Winyard HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	367
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Rick Robinson
<b>Headteacher</b>	Mrs Sue Bridges
<b>Date of previous school inspection</b>	31 October 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St Andrew Street Littleworth Mansfield Nottinghamshire NG18 2RG
<b>Telephone number</b>	01623 472215
<b>Fax number</b>	01623 472216

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 November 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

King Edward is a much larger than average primary school with about 40% of pupils coming from out of the catchment area. There are smaller proportions of pupils entitled to free school meals, identified as having learning difficulties and/or disabilities and who have a statement of special educational needs than in other schools nationally. There are very few pupils from minority ethnic groups or whose first language is not English. Children come into the Nursery in the Early Years Foundation Stage (EYFS) with standards below those expected nationally. The school operates in three separate buildings. At the last Section 5 Inspection in October 2007, the school was given a Notice to Improve. When one of Her Majesty's Inspectors monitored the school in June 2008, the school was judged to be making satisfactory progress with the issues identified. The deputy headteacher is on long-term sickness leave.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

King Edward Primary School now offers a satisfactory quality of education for its pupils and in accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Thanks to the very good leadership of the headteacher, the school has made good improvement since the last inspection. An overwhelming number of those parents who responded to the inspection questionnaire support this view. The 'parent champions' group was formed soon after the last inspection and members feel that they have been fully consulted and involved in the change process. The good partnership and teamwork are echoed throughout the leadership and management of the school. In the absence of the deputy headteacher, the headteacher has distributed leadership tasks to the senior leadership team and subject leaders who all are highly committed to school improvement. However, this has not yet had a significant impact because, given the short time this arrangement has been in place, they are at the early stages of developing leadership skills. The governors are regular visitors to the school and support the headteacher well in monitoring the quality of provision. They lead staff and parent surveys very effectively. Staff talk very enthusiastically about the initiatives that have successfully raised standards and are keen to improve their practice further. The school has a good capacity to make the further improvements needed because of the very good leadership of the headteacher, ably supported by the governors and growing confidence and ability of the subject leaders.

Achievement, standards and progress are currently good through the EYFS and satisfactory through the rest of the school. This is rapidly improving; however, the lack of consistency in the challenge given to the more able pupils is holding back the overall rate of progress. The school has identified this and is starting to put strategies in place, including the improvement in the quality of teaching. Although teaching is now good overall it has not had sufficient time to make a full impact on pupils' progress. Academic guidance is satisfactory because there remains a lack of consistency in some teachers' use of assessment, both in lessons and in how pupils' work is marked and feedback is given. Pupils therefore do not always know exactly how to improve their work. The good curriculum is motivating pupils because of the range of interesting topics and special theme days which pupils talk about with enthusiasm.

Parents talk very highly of the care and support their children receive and have noticed good improvements in pupils' behaviour: 'It's fantastic. When you come into the school there is such a quiet working environment.' They are also very pleased with the incentives pupils are given to behave well and think 'Merits are great!' Pupils behave well due to the positive approach used by all adults. Pupils are polite and welcoming and talk confidently about themselves and their experiences. They have a good understanding about how to live in a healthy way and are very keen to promote the healthy school meals; one pupil said, 'They know what's good for you in the kitchen!' The safety of pupils is paramount and this is a strength of the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make a good start in the EYFS because all staff quickly establish warm and friendly relationships with the children, enabling them to settle quickly. Teaching and support staff work together very effectively as a team. They know families well and focus successfully on developing children's personal, social and emotional skills. In the Nursery, lively, interesting

activities stimulate children's imaginations and make learning fun. Staff throughout the EYFS take every opportunity to develop children's communication skills, through good quality one-to-one discussions. Teaching and learning are good overall and there is a sound balance of activities managed by adults and those initiated by children. Valuable assessment information is collected about how well children are progressing and about their particular needs and interests. This information guides teachers' planning, thus ensuring that children are purposefully engaged in learning. However, opportunities are occasionally missed to provide sufficient challenge for more able children to ensure they make as much progress as they can. Children develop a good early understanding of keeping fit, healthy and safe through, for example, outdoor play activities and snack times. Their welfare is very important and, as a result of the great care shown towards them, their personal development is good. They behave well and work and play together with increasing confidence and co-operation. Children who are vulnerable or who find learning difficult are supported well. Leadership and management are good. Strengths and weaknesses are identified accurately and there is a shared commitment towards developing happy, safe and confident children.

### **What the school should do to improve further**

- Raise standards, and improve the progress and achievement of the more able pupils.
- Develop robust and consistent use of assessment both in lessons and in marking and feedback.
- Strengthen and develop senior and middle leadership.

A small proportion of 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.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress through Key Stage 1 finishing Year 2 with standards in reading, writing and mathematics in line with the national average. They continue to make satisfactory progress through Key Stage 2 leaving the school with standards at average levels in English, mathematics and science. The school's unvalidated data for 2008 national assessments show an improving picture, as does inspection evidence. Some pupils achieve above the levels expected for their age and make good progress. However, this is not yet consistently the case across the school. Staff have worked extremely hard over the last year to raise standards and achievement and improve progress for lower and middle ability pupils. They have achieved this but are aware that there is not yet sufficient challenge for higher achieving pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Behaviour shows an improving picture; in lessons pupils behave well because they value and respect the commitment and dedication of their teachers. On the playground, pupils play well together and are happy to share equipment. They have an extensive knowledge of how to adopt safe practices at school. They know the damage that can result from the misuse of drugs and they are aware that they should not communicate with strangers. The school has worked hard to improve attendance over the last three years, so that it is now slightly above the national average. As a result of a variety of health initiatives, pupils know how to live healthy lifestyles. The school council takes a very active and vocal role in school life and members say that they feel involved in the decision

making process that the school promotes. For example, they, alongside the Year 6 pupils, recently carried out a survey through the school of why pupils found writing challenging. Pupils' spiritual and cultural understanding is good, and is particularly evident in assemblies, where the awe and wonder of our world is promoted very effectively. Pupils have a good grasp of their own culture but their understanding of the wider world is not developed sufficiently. They are involved in raising money for charities at various times of the year, the proceeds from the school's harvest festival being donated to a local charity for the homeless. The development of the skills needed to prepare pupils for the next stage of education and their future lives is improving because of the strong emphasis on the practice of key skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and improving; some lessons are outstanding. All staff are particularly skillful at managing behaviour so that this does not disrupt learning. In the best lessons, pupils understand exactly what is required and how to achieve the challenging purposes of the lesson. Teachers show a real energy, drive and enthusiasm and display good subject knowledge. However, this is not a consistent picture throughout the school. In some lessons there is insufficient support given to meet the entire range of learners' needs, particularly at higher ability levels. Teaching assistants play a very positive role in promoting good progress, especially for those pupils with learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It provides pupils in all age groups with a variety of real-life experiences to enhance learning. A good range of clubs, visitors to the school and visits, including residential visits in Years 3 to 6, also enhance the curriculum. A greater emphasis is being placed on effective and appropriate cross-curricular links to enable learning to be more interesting, meaningful and relevant. This is having an impact on motivating pupils, particularly boys, and has improved their attitudes to learning. This cross-curricular approach is further promoted by interesting themed days, such as a 'Tudor day', a 'chef's day' and a 'mad scientist day'. There is a good range of after-school clubs including drama, a range of sports and a choir.

### **Care, guidance and support**

#### **Grade: 3**

The school takes very good care of its pupils' physical and emotional needs. Trusting relationships permeate every aspect of school life and pupils' welfare is at the heart of its work. Pupils know how to ask for help and trust the adults who are working with them. Very robust procedures for ensuring safety, including those for child protection, underpin this caring approach. Pupils are carefully nurtured from their first day in the Nursery class and are confident that they can confide in an adult if they have any concerns. Staff work well with families and the range of good initiatives includes the recent introduction of a care assistant who provides very effective support. This extra help, particularly for vulnerable pupils, enables them to participate fully in school life. Pupils with learning difficulties and/or disabilities and those learning English as an additional language receive good support, ensuring good progress. The school works very well with parents, carers and outside agencies to maximise pupils' learning in school. It is beginning

to develop its support for gifted and talented pupils. Pupils know their learning targets; however, academic guidance in lessons and through teachers' marking is not consistent through the school and this holds back progress, particularly for more able pupils.

## **Leadership and management**

### **Grade: 3**

Due to the very good leadership of the headteacher, standards have risen because of the very robust tracking and challenging targets that she has implemented. The governors have good knowledge of the school and have supported these improvements well. They offer good support and challenge to the school. The school knows itself well and self-evaluation is good. Parents are full of praise for the good work of the headteacher and talk about the 'transformation' she has brought about. However, senior and middle leaders' leadership skills have not yet had time to develop sufficiently. Community cohesion is evident in pupils' care and consideration for the local community. The school is working on developing pupils' understanding of their place in the wider UK and global communities. The local authority has supported the school well in its successful improvement over the last year.

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**Annex A**

**Inspection judgements**

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 November 2008

Dear Pupils

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

Thank you all very much for the great welcome you gave me and my two colleagues when we visited your school. We were very impressed with how well you behave and how much you enjoy your lessons. I was very pleased to hear about all the jobs you would like to do when you leave school and hope you achieve these. It was also good to be able to listen to some very interesting discussions and hear you give your opinions and the reasons for these with such confidence. The school council is doing some very useful work especially in finding out how everyone learns best, particularly in writing. I know how keen you all are to keep yourselves and others at school safe and the inspection team were very impressed with this.

Mrs Bridges and the staff are doing a good job in helping you to get better at learning. You all know your learning targets and are working hard to achieve these. However sometimes these are not quite challenging enough for all of you and we have asked the school to check up on this. We have also asked that when teachers mark your work they give you clear advice on how you can improve.

Your parents are very pleased with how you are getting on at school and with the way that staff want to help you to do your best. All the staff work very well together and we have asked them to make sure that they continue to develop all aspects of the school so it improves even more.

My colleagues and I would like to wish you every success for your future lives.

Yours sincerely

Julie Winyard

Her Majesty's Inspector