

# St Edmund's CofE (C) Primary School

## Inspection report

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<b>Unique Reference Number</b>	122741
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340205
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Corina Brown
<b>Headteacher</b>	Mrs Gemma Harvey
<b>Date of previous school inspection</b>	4 June 2007
<b>School address</b>	Church Hill Avenue Mansfield Woodhouse Nottinghamshire
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and 43 parent/carer questionnaire responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

the progress made throughout the school, especially in science

- evidence of improvement during the period of interim leadership
- the provision within the Early Years Foundation Stage
- attendance.

## Information about the school

This is an average size primary school where almost all pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is lower than average. The school has an average percentage of pupils who have special needs and/or disabilities, the majority having moderate learning or speech, language and communication difficulties. There have been significant changes in leadership in recent years. The acting headteacher, currently in charge until the new headteacher arrives in January, has been in this post since September. Much of the school is 'open plan' but building work is about to begin to provide separate teaching areas. Early Years Foundation Stage provision is provided in a separate building where there is close interaction between Nursery and Reception children. The school was awarded the Active Mark in 2008 and also meets the standard for financial management in schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

There have been steady improvements in many areas of the school, including teaching and achievement, since the last inspection. This reflects the strengths of managers at all levels, especially those who have taken on temporary responsibility during several changes in leadership in recent years. This improvement is visible within classrooms but there has been insufficient time for it to have an impact on published data. Attendance has also improved because of action taken by the leaders but it is still below the national average. This is because a significant number of families do not send their children to school regularly or take them out of school for holidays during term time. All leaders are involved in self-evaluation and know the strengths and weaknesses of the school. Governors have worked hard and shown determination in ensuring the right headteacher appointment is made for the future of the school whilst also pursuing building improvements to support learning. Governance overall is satisfactory because they have not all been sufficiently involved in the school self-evaluation process to show how they have influenced provision or standards. Whilst the capacity for sustained improvement is satisfactory the current leaders have built a secure foundation for the incoming leadership team to build on.

There are significant strengths in the good Early Years Foundation Stage provision including an innovative approach to supporting the transition into Year 1. Children enter the school with skills just below expected levels for their age and make good progress to all be close to expected levels when they reach Year 1. They then make satisfactory progress to leave Year 6 with broadly average standards. Progress in science fell during the past three years but inspection evidence confirmed action had been taken to address this and some outstanding learning was seen in a Year 4 lesson where pupils were engrossed in a practical activity about light transmission. A strength of the school is that all pupils are treated and supported equally and data show there is no difference in achievement between any groups of pupils. Within lessons pupils with special education needs and/or disabilities often make good progress when they have individual support. In some lessons there is no additional support for the class teacher. This means the teacher has to focus on one group and set work for others. Sometimes, this is not well matched to their ability and is not sufficiently challenging to help them make more progress. Also the feedback pupils are given about their work varies too much and does not always tell them how to improve.

Pupils behave well and there are good relationships throughout the school. The good curriculum supports pupils' understanding of other faiths and cultures and the school is developing opportunities for them to have direct contact with pupils from different backgrounds.

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## What does the school need to do to improve further?

- Increase the proportion of teaching which is good or better by:
  - ensuring that there is consistent challenge for all pupils
  - ensuring that written and verbal feedback to pupils about their work consistently gives advice on how to improve.
  - Improve governance by ensuring governors are fully involved in raising standards through evaluating school performance and through greater involvement with school self-evaluation.
  - Improve attendance by
    - working with the local authority and families to further reduce the number of pupils with poor attendance records
    - working with families to discourage them from taking children on holiday during term time.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils achieve satisfactorily in the classroom and say they enjoy their learning in all subjects. All pupils make similar progress over time as a result of help from the teacher and the teaching assistants. Test data over recent years shows that there has been no significant variation between groups of pupils. Progress in science between Year 2 and Year 6 had been falling but is currently at least as good as other subjects. Pupils' attainment at the end of Year 6 is broadly average. All pupils are satisfactorily prepared for their future well being because of their satisfactory understanding of key skills including information and communication technology.

Pupils' behaviour is good both in and out of lessons. They say bullying is rare but well dealt with by staff. Exclusions are also rare as a result of the effective policies to encourage good behaviour. The school has successfully improved attendance but it is still significantly below the national average. Pupils who return from absence are helped to catch up by extra support in class but this does increase the work for teachers.

The school is a harmonious community where pupils benefit from very good relationships with adults and each other. Pupils say they feel safe and they take care in all their activities. There are, however, limited opportunities to experience the diverse society beyond the local community. Curriculum content provides an insight for pupils and leaders are developing partnerships to provide more national and global links. The cultural development of pupils is a relative weakness within their good overall spiritual, moral, social and cultural development. Pupils take on many responsibilities within the school including running the school council. They also contribute to the local community by, for example, taking part in local parades and the Mansfield fun run which reflects

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their good participation in adopting healthy lifestyles.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All the teaching seen was at least satisfactory because teachers use assessment well to plan different activities for groups of pupils but do not always ensure that they are sufficiently challenging. Much of the teaching contains good features, such as teachers' subject knowledge, behaviour management and good relationships with pupils. Good lessons seen were both challenging and maintained a good pace throughout. Teaching assistants provide good support but they are limited in number. The quality of the marking of pupils' work varies too much and does not always provide enough guidance on how they can improve it.

The curriculum provides pupils with a secure grounding in subjects and is planned to motivate pupils whilst developing their key skills and thinking skills. There is a good focus on encouraging healthy lifestyles. Pupils say they really enjoy the French lessons where they can talk to a French person. They enjoy a good range of clubs and activities which are well supported. Topics are planned on a two-year cycle and pupils have an

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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input so that their interests are taken into account.

Good arrangements are in place to guide and support pupils in their personal development and their learning. Appropriate support is given to those who need extra help, including those with special educational needs and/or disabilities. Whilst there are very few pupils at an early stage of speaking English as an additional language, the teachers have good skills to support them. Good procedures are in place to encourage good behaviour and improved attendance. Transition arrangements between the key stages and into the secondary school are very effective. Pupils say they are given good information about their secondary school and feel confident about the move.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has an accurate view of provision in the school. Leaders monitor and evaluate all aspects of the school's provision and outcomes. They are well supported in their vision by all staff. Their impact on raising standards through driving ambition is limited at present, however, because of the changes in the school's leadership. The school development plan is focused clearly on raising standards. The monitoring of this shows progress is being made. Joint observations between the inspectors and the headteacher show that she accurately judges the quality of teaching, and has been effective in bringing about improvement. Systems have recently been introduced to improve teaching including revised marking procedures. Teachers have been made responsible for frequent 'mini action plans' of progress which is already having an impact on learning.

The school's work to promote equal opportunities is demonstrated by there being no significant under achievement by any groups of pupils and the good personal skills that pupils develop. The approach to avoiding discrimination is demonstrated by the way that extra support is available to various groups who need it and not always the same ones. The strong support for pupils from partner institutions is demonstrated by the wide range of opportunities pupils have to work with the secondary schools on a wide range of aspects as well as visiting before they transfer to Year 7.

Governors provide satisfactory support and challenge. They understand what needs to be done in the school and have a good partnership with the leadership team. Senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. They

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have contributed successfully to improved cohesiveness in the local area including encouraging more parents to be actively involved in the school. The plans to develop national and global links are at an early stage.

Safeguarding procedures are all in place. All the required checks on adults who work in school have been made and recorded. Routine health and safety checks have been carried out.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The coordinator leads the provision well and has ensured that good relationships exist with staff, parents and children. Progress, which is regularly monitored, is good as a result of good teaching. Children benefit from a good range of resources. They make good use of the outdoor area for example to grow vegetables which they then use to make soup. Use of the outside area is restricted in bad weather because of lack of shelter. The learning experiences in the classroom are linked to those experienced outdoors to reinforce the learning. Staff provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed and child-initiated activities. Assessment information is used well to modify plans to meet individual needs. The data is used to highlight the 'next steps' which are recorded in the 'My Memories' books that children take home to parents.

Behaviour is good. All groups of children are happy. They play and learn well together in a safe and caring environment. Social skills are developing well with children beginning



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to learn to share and they take turns whilst showing respect to each other. Staff know the children well and are aware of any specific needs. All systems to support the welfare of children are fully in place.

The preparation for moving into Year 1 is extremely good. The Reception and Year 1 teachers work very closely together and teach both age groups. This allows pupils of different abilities to work in Reception or Year 1 where appropriate.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are generally very happy with the school. Although a small minority of parents and carers do not think the school is effectively led and managed, the written comments identify this is because of the current absence of a permanent headteacher and not about the quality of the interim leadership. A very few written comments were also made about the strengths of individual support for children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edmund's CofE (C) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	56	13	30	5	12	0	0
The school keeps my child safe	21	49	19	44	2	5	0	0
The school informs me about my child's progress	15	35	23	53	4	9	1	2
My child is making enough progress at this school	18	42	21	49	2	5	1	2
The teaching is good at this school	19	44	21	49	2	5	0	0
The school helps me to support my child's learning	14	33	25	58	3	7	0	0
The school helps my child to have a healthy lifestyle	15	35	24	56	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	30	24	56	4	9	0	0
The school meets my child's particular needs	13	30	25	58	1	2	0	0
The school deals effectively with unacceptable behaviour	15	35	23	53	1	2	2	5
The school takes account of my suggestions and concerns	13	30	24	56	3	7	0	0
The school is led and managed effectively	12	28	19	44	11	26	1	2
Overall, I am happy with my child's experience at this school	18	42	19	44	4	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of St Edmund's CofE (C) Primary School

We really enjoyed visiting your school and seeing you learning and playing together. Your school is an improving school which is giving you a satisfactory education. There are many good things about your school and these are a few of them:

- you behave well and enjoy school
- you get on well with your teachers and with each other
- you have a good understanding of how to keep safe, fit and healthy
- all the staff look after you and care for you well
- teachers make sure that you all make the same progress in lessons

There are a few things we have asked the school to do to make it better. They are:

- make sure that all the work you are set is sufficiently challenging to help you make better progress and reach higher standards
- ensure that teachers always give you helpful feedback on your work so that you know how to improve
- ensure governors are more involved in looking at results and working with the school leaders to help raise standards
- improve attendance by working with your families to encourage them to make sure that you can all attend regularly.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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