

Edwinstowe CofE Primary School

Inspection report

Unique Reference Number	122798
Local Authority	Nottinghamshire
Inspection number	340217
Inspection dates	2–3 December 2009
Reporting inspector	June Woolhouse

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 of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Mr Adrian Scargill
Headteacher	Mrs Nicola Monks
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school development plan, teachers' planning, school policies, governors' minutes, pupils' work, monitoring records, pupil tracking data and safeguarding procedures. Parents returned 29 questionnaires and inspectors also looked at a sample from staff and pupils.

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

- the effectiveness of teaching and the impact of assessment and planning on groups of learners, specifically higher attaining pupils, girls and pupils with special educational needs and/or disabilities
- the effectiveness of the Early Years Foundation Stage, especially the balance between child-initiated and adult-directed learning
- the extent to which safeguarding procedures fully comply with statutory requirements
- the quality of leadership and management of subject leaders and governors.

Information about the school

This is a smaller than average primary school. All classes have pupils from more than one year group. The vast majority are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, the main needs being moderate learning difficulties and autistic spectrum disorder. Children enter the Early Years Foundation Stage, part-time to the Nursery class, after their fourth birthday and attend full-time in the Reception class in September or January depending on their dates of birth.

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?

2

The school's capacity for sustained improvement

2

Main findings

Edwinstowe Primary is a good school and there have been substantial improvements since the last inspection. It has developed some outstanding aspects to its work. After a period of disruption to and instability in its staffing, the headteacher has made her mark by raising expectations amongst staff regarding the quality of teaching and learning, pupils' levels of attainment and rates of progress. Consequently, standards have improved for the past three years and pupils make good progress by the time they leave. There has been an increase in the number of girls achieving the higher levels in mathematics because of well-targeted support and the overall performance of the more able has been sustained. The few pupils with special educational needs make good progress because of the effective analysis of their needs and well-deployed extra support from teaching assistants.

This fully inclusive school, where everyone is treated equally, has a demonstrable Christian ethos which permeates all its work. Pupils' behaviour is outstanding. They show great respect for each other and adults. They collaborate very effectively in groups, developing well their social and problem-solving skills. Almost all parents are pleased with their children's experiences at school and all agree that their children enjoy being there. One pupil put it another way, 'I like this school and I think when I go to secondary school I'm going to miss it.' Pupils thrive because levels of care and support are outstanding. They feel very safe and, because each pupil is known individually by staff, they become confident, independent learners and thinkers. Teaching is consistently good but is often outstanding because teachers understand that active, practical learning leads to more progress. The accuracy of teacher assessments of National Curriculum levels, showing what pupils have achieved, is not yet consistent across the school, especially for the younger pupils. The headteacher has identified this as a priority in the school development plan.

The broad and rich curriculum allows pupils to apply and consolidate their literacy, numeracy and thinking skills. Pupils are motivated very successfully in all subjects not just English, mathematics and science. The quality of work on display is testament to the success of this rich curriculum and active, practical learning.

The Early Years Foundation Stage provision has been constrained by the necessity to include some Year 1 pupils in this setting. The imbalance between adult and child-led activities has resulted in the youngest children having too few opportunities for sustained play and exploration of their choices.

The school is well led and managed and the headteacher has forged a cohesive team quickly. Subject leadership is improving, especially in mathematics and science.

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Governors give good support and understand their roles and responsibilities well. Together they have an accurate picture of what the school does well and what should be improved. This means that they have a good capacity for further improvement.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
 - improving the accuracy of teachers' assessment of progress
 - being vigilant about the amount of time for direct teaching of early phonics and numeracy, especially for the youngest children.
- Improve the accuracy of teachers' assessments by:
 - Using the national assessment materials for mathematics and English in all classes
 - linking assessment outcomes to National Curriculum level descriptors in each year group.

Outcomes for individuals and groups of pupils**2**

Standards continue to rise at the end of Key Stage 2 and the dip in mathematics in 2008 has been reversed through careful analysis of the curriculum and providing extra sessions, for example a mathematics club, to encourage girls. Pupils make good progress because teachers plan interesting lessons which focus on active learning, problem solving and the development of thinking skills.

In an excellent literacy lesson pupils made outstanding progress because learning intentions were clear and displayed for reference throughout the lesson. The teacher's excellent subject knowledge and enthusiasm for teaching and learning transmitted themselves to pupils. Pupils successfully built up an understanding of how to write from the perspective of a particular character because they had time to talk to their partner, discuss ideas and then record them. In this case the character was a ghost. Pupils with individual needs benefitted from listening to the explanations of pupils who worked at a faster pace, guided by skilled teaching assistants. Younger pupils made excellent progress in a literacy lesson and the same quality of planning, opportunity for talking to a partner and using white boards to draft sentences made a significant contribution to their excellent progress. Pupils were visibly proud of their writing, behaved very well because they could do the work and were keen to read it to other adults. Occasionally lessons lack some of the pace and expectation required to achieve these high levels.

The curriculum promotes healthy lifestyles very well and the school councillors explain enthusiastically that they know how to be healthy. Pupils contribute to the wider community by raising funds for charities and performing in musical events. They can also explain how children in India have different customs from them. Spiritual, moral, social and cultural development is outstanding. Pupils have good skills for their future economic well-being although their skills in information and communication technology (ICT) are hampered by a lack of reliable equipment. Attendance is above average with

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no persistent absentees.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers understand that pupils learn best when they are actively engaged in interesting, practical activities. Planning takes account of the wide range of needs across two year groups in each class and is backed up with good resources and equipment. Pupils know what they are going to learn and how to check if they have been successful at the end of the lesson. This is followed up with some good quality marking, especially for the older pupils. At present assessment of pupils' learning is not consistent in all classes or linked to National Curriculum level descriptors to give a fully accurate picture of standards and progress. However training is a high priority on this year's school development plan. The curriculum is broad and the effective deployment of specialist teachers for music, art, physical education and French makes an outstanding contribution to pupils' personal, social and emotional development. Pupils apply their basic skills enthusiastically in interesting themes such as The Tudors or Ourselves. Pupils comment enthusiastically on the extra activities provided for them. 'We learn lots, we go

¹ 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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on trips, go to the forest and go swimming,' was a common theme in pupils' responses. Pastoral support and care are strengths of the school. As one pupil said, 'The teachers always care about us, no matter what.' Parents and carers receive regular communications about their children's progress and there is an open-door policy to discuss any concerns they may have. They appreciate the efforts staff make to explain how pupils learn, for example in mathematics workshops.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a clear plan of how to improve pupils' learning and progress and staff share her aspirations and determination to achieve it. She has established an effective team, insisting on good planning, and regularly monitors pupils' learning to check its quality. This has resulted in higher standards and faster progress by the time pupils leave. Leaders know that there is still work to be done to embed assessment procedures in all classes. Nevertheless, all pupils' needs are understood and the school promotes equality of opportunity outstandingly well. Within the small staff, more people than at the last inspection are involved in subject leadership. English and ICT leadership are less well developed because of staffing absences and the fact that this is a smaller than average school. There have been improvements in the rigour with which subjects are monitored, leading to better pupil progress and higher standards. Governors give good support, are fully involved in school development planning and understand how to interpret pupils' performance in national tests and the progress they are making. Financial controls are good and resources are used effectively to improve the accommodation. Community cohesion is promoted with well-chosen activities in the local community, often through the church, and by forging international links with a school in India. Pupils are well prepared for their roles in a multi-cultural society.

Safeguarding policies and procedures are exemplary and all staff are appropriately trained in child protection. The school works effectively within a local family of schools and good links exist with secondary schools to which pupils transfer at the end of Year 6. The school works closely with other agencies, for example, the educational welfare officer, school nurse and educational psychologist for the benefit of pupils with individual needs. Policies and procedures for safeguarding pupils are exemplary and all staff are trained in child protection. Pupils say they feel very safe and that there is no bullying at school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter school with skills expected for their ages and are working securely within the areas of learning by the end of the Reception Year, which represents satisfactory progress. At present some Year 1 pupils are also in the setting. The difficult admissions arrangement affects how learning is organised. There are good quality resources which address all the learning goals and the older pupils benefit from a wide range of opportunities to play and explore their surroundings. However, an over-emphasis on the direct teaching of literacy and numeracy skills, although of high quality, means that for most of the morning, Reception age children have few opportunities to choose for themselves and to become engrossed in exploration, investigation and problem solving across all early learning goals. In contrast, the afternoon sessions provide a good balance between child and adult-directed learning.

Children explore their surroundings with confidence, indoors and outside, and are able to concentrate, persevere and consolidate their skills by repeating tasks, for example, making a design using colored shapes or sweeping up the leaves and piling them into a container several times. Assessments at the end of the Early Years Foundation Stage show that there has been a declining trend in children's progress for the past three years in social, emotional, creative and physical development and in knowledge and understanding of the world, in contrast to national trends. Welfare requirements are good and all necessary procedures are in place for children's health and safety. There is some inaccuracy of assessments and this affects the planning of appropriate future learning. Good links exist with other settings and parents receive good advice before

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their children start school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents are pleased with the school and all agree that their children enjoy being there. Two parents considered that the school gates should be locked sooner but the arrangements in place allow parents to accompany their children and have the opportunity to wave goodbye before gates are locked This is a reasonable and safe arrangement. One parent considered that issues raised by parents were not acted upon. Inspectors found no evidence to suggest this was the case. In fact the reverse was true and parents' views are formally sought through regular surveys and the results considered by governors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edwinstowe CofE 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	62	11	38	0	0	0	0
The school keeps my child safe	17	59	11	38	1	3	0	0
The school informs me about my child's progress	20	69	7	24	0	0	0	0
My child is making enough progress at this school	18	62	7	24	1	3	0	0
The teaching is good at this school	19	66	8	28	1	3	0	0
The school helps me to support my child's learning	18	62	9	31	0	0	0	0
The school helps my child to have a healthy lifestyle	18	62	9	31	0	0	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)	16	55	7	24	1	3	0	0
The school meets my child's particular needs	20	69	7	24	0	0	0	0
The school deals effectively with unacceptable behaviour	11	38	13	45	2	7	1	3
The school takes account of my suggestions and concerns	15	52	10	34	3	10	0	0
The school is led and managed effectively	16	55	9	31	1	3	2	7
Overall, I am happy with my child's experience at this school	17	59	11	38	0	0	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 December 2009

Dear Pupils

Inspection of Edwinstowe CofE Primary School, Edwinstowe, NG21 9LP

Thank you so much for helping me to complete the inspection of your school. You told me lots of things you liked about your school but not very much that you wanted to change. So that's a good result. I was really impressed by how well you all behave and get along together. Taking care of children who might be a bit unhappy is very important to you and I thought your buddy system was great. It is quite hard to join a school when you are older and wonder if you will make friends quickly. I also enjoyed talking to you in class and watching you work really hard, especially in literacy sessions. I thought the older pupils were doing amazingly difficult work, and succeeding. Keep it up! You all know how to keep healthy and appreciate the good quality food you get in the dining room. I enjoyed it too. You told me you felt very safe and who you could talk to with a problem. It is very important to talk to adults if you have a concern, then it can get sorted out. So overall I can see that you are in a good school and some things - your behaviour and working together being just two of them - are very good indeed.

I have asked your headteacher to continue to work hard on assessing your work and that your teachers tell you, how well you are doing when you compare yourself with all the other children in the country. I've also asked her to make some changes in the Nursery and Reception class so that the youngest children have a bit more time to play with all the exciting things that are available, including going to the forest. This probably means that you will all be able to talk about learning in the forest. You are so lucky to have it near to school.

I hope you will help by taking note of your targets and continuing to work hard so you achieve them.

I hope you have a lovely Christmas and enjoy watching the younger pupils' performance of the Nativity.

With best wishes

Yours sincerely

June Woolhouse

Lead Inspector

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