

Edgewood Primary and Nursery School

Edgewood Drive, Hucknall, Nottingham NG15 6HX

Inspection dates	27–28 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The energetic leadership of the headteacher has been a driving force in improving outcomes for pupils since the previous inspection.
- Other senior and middle leaders have used their expertise effectively to drive improvement in their areas of responsibility and provide support for colleagues.
- Governors provide good support for the school and hold leaders to account for its performance.
- The curriculum is well planned using themes that interest and excite pupils. There is also a good range of after-school activities for pupils to take part in.
- Safeguarding is effective. The school has a caring, family ethos where all members of the school community are valued.
- Teachers make regular checks on what pupils know, understand and can do. They plan learning carefully to make sure it matches the pupils' next steps and challenges them to improve. As a result pupils make good progress in all key stages.
- Pupils behave well. They are courteous and polite to each other and are respectful to adults. They have positive attitudes to their learning and participate well in lessons.
- Children settle happily into the welcoming early years environment. They make good progress from their various starting points.

It is not yet an outstanding school because

- Although the quality of teaching has improved significantly since the previous inspection, not enough teaching is outstanding.
- The language skills of some pupils, particularly the younger children, are not well developed, making it more difficult for them to discuss and explain their learning confidently.
- Standards in writing are not as good as in reading and mathematics. Grammar, punctuation and spelling are not consistently accurate.
- The quality of pupils' writing is variable in subjects other than literacy. Teachers do not share the same high expectations for neat presentation of pupils' work in books.

Full report

What does the school need to do to improve further?

- Raise standards, particularly in writing, at the end of key stage 2 by:
 - improving the quality of teaching so that it is outstanding
 - ensuring the basic skills of phonics, spelling, grammar and punctuation are taught effectively throughout the school
 - improving handwriting and presentation in books; helping pupils to develop the skills needed to organise and present their work neatly
 - developing the language skills of pupils, particularly the younger children, so they are able to express themselves confidently and can explain their thinking
 - ensuring there are frequent opportunities for pupils to practise, develop and apply their writing skills for different audiences and purposes in all subjects; making sure standards in writing are equally good in all subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The energetic leadership of the headteacher has been a driving force since the previous inspection. New staff, with specific skills and expertise, have joined the school and this has increased the capacity of the leadership team to address improvement priorities effectively. Leaders have developed a collaborative way of working that ensures there is an ongoing dialogue about teaching and how best to support the pupils.
- There is a clear vision for the school. Leaders and governors are ambitious for the pupils and promote high aspirations. They provide opportunities for pupils to look forward to their next stage in education and beyond, to see what may be possible for them later in life. The school has links with further and higher education establishments, local businesses and individuals working in different types of employment. For example, a local man who is part of a Formula One logistics team is coming in to talk to pupils about his work.
- School self-evaluation is accurate. Leaders know how well the school is doing as a result of the wide range of monitoring activities that are regularly carried out. This helps them plan actions to improve the work of the school. Assessment is used effectively so that leaders know how well pupils are progressing with their learning and what they need to do to improve further. Those leaders who are responsible for subjects or particular aspects of the school's work also support colleagues, for example by leading training sessions.
- The curriculum is well planned and provides a wide range of opportunities for pupils. It is organised in themes which interest and excite the pupils. Themes focus on different areas of the curriculum so that there is a balance of subjects over the year. Woven into the themes are good opportunities for spiritual, moral, social and cultural development where pupils are also taught about British values. For example, the 'Crime and Punishment' theme gives opportunities to learn about the rule of law, as well as values such as honesty and justice. All pupils are given the opportunity to take part in school visits so they can widen their learning experiences. After-school clubs are well attended and many encourage pupils to be active participants in sports. Teachers organising the clubs look for different experiences that will keep pupils' interest levels high. For example, current opportunities include archery, fencing and 'ultimate frisbee'.
- The pupil premium (additional funding for disadvantaged pupils and children looked after by the local authority) is used mainly to provide extra support for learning and to ensure that the full range of opportunities the school offers is available to all. As a result, the learning gap between disadvantaged pupils and others is closing.
- The physical education (PE) and sports funding is also spent effectively to give pupils a wide range of sporting opportunities. Pupils take part in competitions with other local schools and they are proud of the successes achieved by teams that represent the school. 'Young ambassadors' help with the running of some of the events. Key stage 1 pupils have weekly swimming sessions and key stage 2 pupils have a block of swimming as part of their PE provision. The school is also part of a local sports network.
- The local authority has maintained regular visits to the school since the previous inspection. Support has enabled school leaders and governors to ensure that self-evaluation is rigorous and accurate, and that school improvement actions have been effective.
- **The governance of the school:**
 - is effective in promoting the school vision, 'building skills and values for life'. Governors work with school leaders to set the strategic direction of the school, ensuring that there is a culture of aspiration for all pupils.
 - has a clear understanding of the school's strengths and the areas needing improvement. Governors regularly monitor the progress being made to address key priorities. They rigorously hold the headteacher to account for the school's performance.
 - ensures that the school finances are monitored carefully and evaluates how the additional funding is spent. Governors understand the process used to make decisions about teachers' performance and salary progression; they have a robust procedure for the performance management of the headteacher.
 - is proactive in the school's work to engage with parents. Governors ensure that they are available to talk to parents at school events, for example at parents' evenings.

- The arrangements for safeguarding are effective. School leaders promote a caring ethos where pupils' safety and well-being is a priority. The school has effective systems in place to minimise risk and follow up concerns. Staff and governors receive training to ensure that they are well informed and know how to deal with any issues that may arise.

Quality of teaching, learning and assessment is good

- Teachers plan lessons that help pupils to develop and apply a range of skills and knowledge. They adapt their teaching to ensure that work is set at the right level for pupils' ages and abilities. Teachers are sensitive to the needs of individual pupils. They have high expectations of pupils and encourage them to try their best. Pupils are often given the opportunity to choose their own level of challenge and frequently opt for more difficult tasks. Some Year 2 pupils explained to the inspector that in the 'chilli challenge' the higher the number, the 'hotter' the task, 'so chilli 3 is really difficult!'
- Teachers use questioning effectively to check pupils' understanding but also to challenge them to think hard and use reasoning skills. This leads to deeper learning. Pupils are often given time to talk to each other to discuss strategies and test their own ideas. Older pupils were seen to relish the challenge even when they could not find a solution at the first attempt. For example, in a Year 6 mathematics lesson the most-able pupils were discussing strategies for multiplying decimals. They drew on previous learning and discussed different approaches. As a result of skilful questioning and prompts from the teacher, pupils were not only able to solve the calculations, but could explain their method and justify it using appropriate mathematical language.
- Work in books shows that pupils make good progress over time. Mathematics books are generally well presented and contain a range of work, though there is less evidence of recorded work that shows how pupils are developing reasoning skills. Writing books are more variable in the quality of handwriting and presentation, but the content shows that pupils are developing a range of writing skills. However, the grammar, punctuation and spelling is not consistently accurate and this is a whole-school priority for improvement. The work produced in literacy lessons is of a better standard than the written work for other subjects, particularly in classes where the topic work is recorded in a different writing book. There are too few opportunities for pupils to develop and practise writing skills or improve presentation and organisation of work. This is particularly noticeable in the books of younger pupils. Marking is thorough and in line with the school's policy. Thoughtful comments praise pupils' successes and provide guidance on how to improve their work.
- Parents are given information at regular intervals about how well their child is progressing. The assessment system used by the school has been developed to align closely to the curriculum. Pupils are assessed against key objectives that they are expected to achieve by the end of the year. Teachers monitor pupils' progress carefully and adapt teaching as needed. Where pupils need additional help with an aspect of their learning there are effective intervention and support programmes in place.
- Teaching assistants contribute to pupils' learning well by working with groups and individuals. Whether this takes place within the class or at separate times, it is carefully targeted to pupils who need help at that time, often to consolidate learning or to do 'pre-learning' tasks to make sure they are well prepared for later lessons.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- There is a calm, friendly and purposeful atmosphere in the school. Pupils are expected to play their part in ensuring the school is a place where, as pupils say, 'everyone gets on with each other'. Older pupils take on responsibilities such as serving the school lunches to younger pupils. They say they like the 'family' feeling of eating together and the dining hall has a relaxed and happy atmosphere.
- Pupils feel safe at school. They say that the site is secure and that gates are locked during the day. They understand the importance of procedures such as fire drills.
- Older pupils say they have 'never seen any actual bullying' but are confident that adults would deal with any incidents effectively. This is confirmed by the results of the pupil survey during the inspection. They can explain the difference between falling out and bullying and can give examples of different types of

bullying, for example, verbal, physical and cyber bullying.

- Pupils have been taught about e-safety and the risks associated with using the internet and social media. For example, they know that they should not share personal information online and should use privacy settings.
- Parents' views of the school are positive. The parent survey and conversations with inspectors indicate that the vast majority of parents are satisfied with the work of the school. Many parents praised the school staff for their commitment and hard work.

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour in the school is good. They understand the expectations of the behaviour policy very well and explained to the inspector about 'rewards and consequences'. They say they enjoy school, and would recommend the school to others.
- Pupils have positive attitudes to learning. Many are enthusiastic and keen to participate in lessons and enjoy the challenges set by their teachers. Some pupils demonstrate considerable determination to do well and show perseverance and resilience, but others are sometimes quiet in lessons and need encouragement to take an active part.
- Attendance overall is broadly in line with the national average. The school promotes the importance of good attendance so that no learning time is lost. The attendance of most pupils is above average. However, there is a small number of pupils whose attendance is well below average and the school continues to work with their families to reduce the number of absences.

Outcomes for pupils

are good

- Pupils make good progress throughout the time they attend the school. Historic data shows that pupils in key stage 2 have made progress that is significantly above average since the previous inspection. Current assessment information held by the school, and work in pupils' books, indicates that pupils continue to progress well.
- Because pupils have different starting points, they have not always achieved what is expected of them by the end of key stage 2. However, standards have improved over the last two years in mathematics and reading and are now in line with national averages for most pupils.
- Standards in writing are lower than for reading and mathematics. The school is aware of this and has identified the need to secure the basic skills in grammar, punctuation and spelling. As a result, focused teaching sessions have been introduced and rates of progress in this area are improving.
- Standards in key stage 1 have also improved and, increasingly, pupils achieve beyond expectations for their age in writing and mathematics.
- The standards achieved by the most-able pupils are improving; they are developing a deeper understanding of their learning as a result of greater challenge and wider opportunities in lessons that allow them to apply their learning and explore in greater depth.
- Disadvantaged pupils make good progress and often reach the same standards as others in the school. The gap between this group of pupils and non-disadvantaged pupils nationally is closing.
- Pupils who have special educational needs or disability make good progress from their individual starting points. They are well supported in their learning. Teachers and the special educational needs coordinator keep a close check on pupils' learning and provide extra help and interventions where needed.

Early years provision

is good

- Children join the Nursery and Reception classes with variable starting points. They make good progress as a result of well-planned learning opportunities. The school's information about children's skills and abilities indicates that around a third of children start school with skills and knowledge well below what is expected for their age and many have poor language skills, finding it difficult to express themselves and understand others. School leaders are aware of this and are developing ways to help children build their skills and confidence more rapidly.
- The early years classrooms are set out effectively and are inviting for children. There is a good range of activities to develop different aspects of learning. Tasks encourage children to talk about what they are

doing and develop speaking and listening skills. The environment is rich in books, labels, captions and other print, and promotes basic literacy skills effectively, as seen in the Reception class where some children already have competent early reading and writing skills. Children work and play cooperatively and develop their social skills well.

- The outdoor area, particularly for Nursery children, is not as well developed as the indoor area. The purpose of the activities is not so clearly defined. However, there is a good range of resources available including a mud kitchen and large construction materials.
- Children behave well, encouraged by adults who give them guidance and make the school's expectations clear. This promotes a safe environment where children can thrive and enjoy their learning.
- The early years is well led and there is a clear plan for further improvement. Priorities are linked to whole-school improvement priorities, ensuring there is continuity in learning. Children's progress is monitored carefully and they are well prepared to move into Year 1.

School details

Unique reference number	122587
Local authority	Nottinghamshire
Inspection number	10009120

This inspection 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 of pupils on the school roll	356
Appropriate authority	The governing body
Chair	Louisa Clark
Headteacher	Ed Seeley
Telephone number	0115 956 1337
Website	www.edgewoodprimaryschool.co.uk
Email address	office@edgewood.notts.sch.uk
Date of previous inspection	12–13 March 2014

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British. There are very few pupils from minority ethnic backgrounds or with English as an additional language.
- The proportion of pupils with special educational needs or a disability is broadly average. There is a small number of pupils with an education, health and care plan.
- The proportion of pupils eligible for the pupil premium (additional funding to support pupils eligible for free school meals or children looked after by the local authority) is broadly average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ achievement at the end of key stage 2.
- This is a joint-use school, sharing the premises with a leisure centre and public library.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, some of which were observed jointly with the headteacher and deputy headteacher. They also observed small groups of pupils and listened to some pupils read.
- Inspectors looked at a range of pupils' books and considered the assessment information held by the school. These activities were carried out with the headteacher and deputy headteacher.
- A range of documentation was evaluated by inspectors, including records relating to safeguarding and behaviour in the school.
- Inspectors held meetings with senior leaders and governors, English and mathematics leaders, the early years leader and the special educational needs coordinator. Inspectors also talked to pupils and a representative of the local authority. Inspectors met informally with parents at the beginning of the school day and took account of the 25 responses to Parent View, the online survey.
- There were 21 responses to the staff survey and 18 responses to the pupil survey. Inspectors took account of the views expressed in the responses.

Inspection team

Jane Salt, lead inspector	Ofsted Inspector
Christine Watkins	Ofsted Inspector
Peter Strauss	Ofsted Inspector

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