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Mrs L Baker
Edgewood Primary and Nursery School
Edgewood Drive
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Nottingham
NG15 6HX

Dear Mrs Baker

Special measures: monitoring inspection of Edgewood Primary and Nursery School

Following my visit to your school on 12–13 July 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in February 2011. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Corporate Director for Children, Families and Cultural Services for Nottinghamshire.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2011

- Raise pupils' level of attainment in writing and mathematics by:
 - improving pupils' sentence construction, punctuation and spelling, especially in Years 3 to 6
 - developing pupils' abilities to use and understand mathematical language, solve mathematical problems and calculate accurately
 - ensuring that there is greater emphasis on developing pupils' skills in literacy, numeracy and information and communication technology across the curriculum.

- Ensure that there is a higher proportion of good teaching by:
 - increasing the pace and level of challenge in lessons
 - making certain that work set is always carefully matched to pupils' needs
 - using marking and target setting more effectively in order to make sure that pupils know exactly how to improve their work.

- Improve the quality of leadership and management by:
 - ensuring that the monitoring of teaching and learning is regular, rigorous and involves checking the quality of pupils' work as well as formal monitoring of the quality of lessons
 - developing the skills of senior leaders so that they can support the headteacher more effectively and make a better contribution to school improvement.

Special measures: monitoring of Edgewood Primary and Nursery School

Report from the first monitoring inspection on 12–13 July 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the seconded deputy headteacher, the mathematics and literacy co-ordinators, a representative from the local authority and representatives from the governing body. Inspectors observed 12 lessons, taught by 12 teachers and spoke to different groups of pupils.

Context

Since the last inspection, an interim deputy headteacher has been seconded from a partner school. No other staff have joined or left the school. One assistant headteacher is currently on sick leave and his teaching role is being covered by a

member of staff from a support agency. The headteacher has had periods of absence due to illness and has returned to work on a reduced timetable. The governing body has successfully recruited a substantive deputy headteacher and he will begin at the school in September 2011. The school has been supported by a local school identified for its good practice.

Pupils' achievement and the extent to which they enjoy their learning

Attainment in all phases remains below the national average, as at the time of the last report. However, this masks some inconsistencies in progress as pupils move through the school. The youngest children in the Nursery and Reception classes make good progress from their low starting points, particularly in their communication, language and literacy skills. In Key Stage 1, pupils make satisfactory progress but pupils make inadequate progress in Key Stage 2. This is due to ongoing inconsistencies in the quality of teaching and learning and because the coverage of key skills in literacy and numeracy are not accurately mapped across the school.

A new marking scheme has been introduced which has helped teachers to focus more on developing pupils' sentence construction, punctuation and spelling. However, there is little evidence in pupils' books to suggest that they take full advantage of the teachers' comments. Pupils report that they like the new colour-coded system. Older pupils report that they have opportunities to consider teachers' comments and make improvements, although such opportunities are less frequent for younger pupils. Sentence construction, punctuation and spelling remain weaknesses in pupils' literacy skills in Key Stage 2. Pupils do not take enough pride in their work or consistently present work neatly. There are no clear strategies in place to develop pupils' handwriting skills as they move through the school.

Pupils' progress in mathematics is slower than in English and their attainment is lower. By the time they reach Year 6, their knowledge of multiplication tables remains insecure. A new commercial scheme of work for mathematics has been introduced to improve pupils' understanding of mathematical language, problem solving and calculation skills. However, it is too early to judge the impact of the new scheme. Wall displays in classrooms support the development of pupils' literacy skills effectively but do not display mathematical language to the same extent to enhance pupils' learning.

Improving the emphasis on developing pupils' literacy and numeracy skills across the curriculum remains a weakness. There are insufficient planned opportunities for pupils to practise their skills in other subjects.

The absence of the special educational needs co-ordinator (SENCo) has meant that the achievement of pupils with special educational needs and/or disabilities has not been monitored with sufficient rigour. However, the higher level teaching assistants

have ensured that these pupils have received appropriate support on a day-to-day basis.

Pupils in receipt of free school meals are currently making slower progress than their peers. This group has been identified by the school and has been targeted for additional support. However, it is too early to judge the impact of this support on pupils' attainment.

Progress since the last section 5 inspection

- Raise pupils' levels of attainment in writing and mathematics – inadequate.

Other relevant pupil outcomes

Attendance fluctuates from term-to-term and was low, especially in the autumn term as many parents took holidays in school time despite the school's advice. Currently, at 94.4% attendance is broadly average but remains an issue for the school. Behaviour was judged to be satisfactory in the last inspection and while this is generally the case there are a minority of pupils, usually boys, whose challenging behaviour prevents others from learning. Some teachers use the school's behaviour policy well to manage behaviour effectively while others do not.

Two pupils have received fixed-term exclusions since September 2010. This is an increase on the 2009-10 figures. Pupils' low attainment in literacy and numeracy and their inconsistent attendance does not contribute well to them developing the skills required for their future economic well-being. Punctuality has improved compared with the same period last year: in 2009-10, 29 pupils had 10 or more occasions when they were late for school compared with 19 pupils in 2010-11. Poor punctuality is followed up and parents and carers are referred to the education welfare officer in persistent cases.

The effectiveness of provision

Teachers consistently work hard, prepare thoroughly and mark pupils' work extensively. However, as at the last inspection, teaching quality ranges from good to inadequate. Currently 25% is judged to be good or better, which is below the 40% target set by the school and local authority to be achieved by May 2011. A revised target of 50% has been set for September 2011. All class teachers were observed during this monitoring visit, some jointly with senior staff. The school has an accurate view of teaching quality. Teaching is better in the Early Years Foundation Stage and in Key Stage 1 but is more variable in Key Stage 2. The quality of teaching directly relates to the progress that pupils make. The proportion of good or better teaching remains too low to significantly impact upon pupils' improved attainment. In too many lessons there is insufficient pace or challenge, particularly for more-able pupils. Some still find the work too easy. Pupils do not learn enough in

lessons because learning objectives and success criteria are not made explicit enough at the start of lessons or checked throughout lessons to make sure that all pupils have understood the work. Questioning strategies are underdeveloped and do not sufficiently challenge pupils of differing abilities. Teachers' planning does not always consider the full ability range in their classes.

The new marking scheme is used well by some, but not all, staff. Pupils are becoming more aware of their targets because displays in classrooms encourage them to aspire to the next steps of learning.

Progress since the last section 5 inspection

- Ensure there is a higher proportion of good teaching – inadequate.

The effectiveness of leadership and management

Since the last inspection, the school has been supported by another local school in providing opportunities for leaders to observe good practice. This has raised awareness of alternative approaches to teaching and learning, but has not had sufficient impact upon improving practice and in raising pupils' attainment. In recent weeks, an assistant headteacher from a partner school has been released to act as interim deputy headteacher until the new, substantive deputy headteacher takes up post in September 2011. The interim deputy headteacher, who is currently covering the headteacher's absence, has achieved much in a matter of a few weeks and has successfully introduced a more robust system to track the progress pupils make in order to identify those who are underachieving. There has been insufficient time to develop fully intervention strategies to support those pupils making slower progress.

The headteacher has monitored teaching but progress in developing other leaders and managers to monitor and evaluate their subject areas has been limited. Key staff still do not have the necessary leadership skills required to embed ambition and drive improvement. The school improvement plan, written in collaboration with the local authority, is a lengthy document and, while clear in its intentions, does not focus sufficiently on short-term achievable objectives.

Governance is improving rapidly and is now more effective in holding the school to account for improving pupils' outcomes.

Progress since the last section 5 inspection

- Improve the quality of leadership and management – inadequate.

External support

The support provided by the local authority and by the partner school has been variable. Some specific consultant support has been limited although of good quality, especially in information communication technology (ICT) and to a lesser extent in

devising a calculation policy in mathematics. The involvement of the partner school was timely and well judged, although outcomes of partnership arrangements have not always been effectively embedded. The support from the interim deputy headteacher has been of high quality, although far too late.

The local authority statement of action is fit for purpose and includes a range of activities to support the school's improvement.

Priorities for further improvement

- Develop the leadership and management skills of the literacy and numeracy co-ordinators so that they can effectively monitor the quality of teaching, track pupil progress, evaluate provision and improve attainment in their subject areas.
- Work with the local authority to improve attendance.
- Ensure that literacy and numeracy skills are carefully mapped across the school so that every teacher knows what needs to be covered in their class.