

# Edgewood Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	122587
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	393484
<b>Inspection dates</b>	3–4 July 2012
<b>Lead inspector</b>	Jeremy Spencer HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Calladine
<b>Headteacher</b>	Julie Wardle (Executive Headteacher) Ed Seeley (Head of School)
<b>Date of previous school inspection</b>	1 February 2011
<b>School address</b>	Edgewood Drive Hucknall Nottingham NG15 6HX
<b>Telephone number</b>	0115 9561337
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	3–4 July 2012
<b>Inspection number</b>	393484



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## Introduction

Inspection team

Jeremy Spencer

Her Majesty's Inspector

Lynn Lowery

Additional Inspector

This inspection was carried out with one days' notice. The inspectors observed 12 lessons, taught by 12 teachers, which accounted for six hours of teaching and learning time. Meetings or telephone conversations were held with the Chair and representatives of the governing body, staff from the school, and a representative of the local authority. The inspectors observed the school's work, and looked at a broad range of documents provided by the school, and records of pupils' achievements. Because the inspection was carried out under section 8 of the Education Act 2005, there were no questionnaires issued. However, the inspectors spoke informally to a number of parents and carers during the inspection and also drew on evidence from the previous monitoring visit.

## Information about the school

Edgewood is a larger-than-average primary school. It is a joint-use school and shares its premises with a leisure centre and public library. Most pupils are of White British heritage and almost all speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who are disabled and those with special educational needs at school action plus or with a statement of special educational needs, is broadly average. Children begin the Early Years Foundation Stage in the Nursery.

The school was judged to require special measures in February 2011. While in special measures, the school has worked closely with Carlton Central Junior School, and more recently with Ernehale Infant School. These schools have been recognised for their good and outstanding practice. The headteacher of Carlton Central Junior School has worked as an executive headteacher at Edgewood Primary School on a part-time basis, alongside a newly appointed head of school, to provide leadership support. Prior to this inspection, the school received three monitoring visits.

Results for 2011 meet the government's current floor standard, the minimum expectations set for attainment and progress. The schools holds Investors in People status.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- 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 special measures. Due to good leadership and management, progress in improving the school has been rapid and the school now provides a satisfactory standard of education. It is not good because, although pupils’ achievement and the quality of teaching have improved, as yet pupils do not make good progress over time. The Early Years Foundation Stage is a strength of the school and children make good progress during their time in the Nursery and Reception classes. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils’ achievement is satisfactory and improving. Pupils are making improved progress in developing basic skills. Attainment for different groups of pupils is now broadly average across the school. However, pupils are making up for previously poor progress and there are still some weaknesses, particularly in the number of pupils at the end of Key Stage 2 attaining the higher Level 5 in reading, writing and mathematics.
- The quality of teaching over time is satisfactory. While there is much good and better teaching, teaching is not consistently good across the school. When teaching is of the highest quality, all pupils in the class are sufficiently challenged and pupils make good progress. Pupils are also given time to think about the challenging questions asked by teachers and discuss ideas with each other. Teachers do not all have the same expectations of pupils’ calculation skills and not all provide enough opportunities for pupils to write at length in different subjects.
- Pupils’ behaviour in classrooms and around the school has improved significantly and is good. This has been well supported by a new behaviour code, which is consistently applied by staff. Pupils are also more interested and engaged in learning because of the improved teaching. Attendance is

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improving, but it is still below average.

- The executive headteacher and the head of school provide strong leadership. Their expectations are high and staff respond well to this. They are well supported by knowledgeable and skilled senior and middle leaders and a well-informed governing body. Some weaknesses remain in the quality of the curriculum.

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

- Raise achievement further by December 2013, by:
  - revising the curriculum to ensure it becomes more stimulating and enjoyable, increasingly skills-based, and encourages improved links with the local and wider community
  - devising and implementing an effective calculation policy in mathematics, to support improved consistency of expectations between staff and parents and carers
  - ensuring that pupils have more frequent opportunities to write at length in different subjects
  - improving pupils' attendance to above average.
- Build upon the improvements to the quality of teaching so that it is consistently good or better by December 2013, by ensuring:
  - greater challenge for the more-able pupils
  - more frequent opportunities in lessons for pupils to discuss learning with each other in order to clarify their thinking and deepen their understanding.

## Main report

### Achievement of pupils

Children begin the early Years Foundation Stage with skills that vary considerably from year to year. Typically their skills and aptitudes are broadly in line with those expected for their age but markedly below in some areas, particularly in personal, social and emotional development. Children make good progress in the Nursery and Reception classes because the quality of provision is good. There are significant strengths in the care, guidance and support and, as a result, children are calm and settled in their classrooms and outside areas.

Pupils make satisfactory and improving progress from their starting points as they move through Key Stages 1 and 2. While progress is accelerating, many pupils still have to make up for previous underachievement. End of Key Stage 1 assessments show that pupils' attainment in reading and mathematics is broadly average.

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Attainment in writing is weaker, although pupils are now making good progress in developing writing skills. Unvalidated results for Key Stage 2 meet the government's floor standards, and show attainment in reading, writing and mathematics is broadly average. However, the proportion of pupils attaining higher levels in each area is below average. Pupils' mental calculation strategies have improved, but some weaknesses remain. Pupils have made good progress in developing spelling and handwriting skills. However, they are not given enough opportunities to reinforce writing skills through extended writing activities across the curriculum.

Different groups of pupils, including those who are disabled or have special educational needs, and those known to be eligible for free school meals, are making satisfactory progress overall. They are making good progress in closing the attainment gap between themselves and other pupils because their needs are being identified by staff more efficiently and interventions are better targeted to meet these needs.

Almost all parents and carers spoken to during the inspection reported that their children were now making better progress in their learning. One parent said, 'My children have both come on very well in the last few months, especially in learning the basics. They are now much more confident with spellings and know their times tables.' Other parents and carers made similar comments. During the inspection, pupils were observed making mainly good progress in lessons but, at times, progress was only satisfactory. Learning was best when pupils were motivated and excited about their work and when teachers tailored activities to meet the needs of pupils of all abilities. For example, in a lesson in the Early Years Foundation Stage, children made musical instruments and binoculars, linked to a jungle theme. Teachers and teaching assistants skilfully questioned pupils to extend their thinking and children showed good maturity as they discussed learning, and evaluated the quality of their own work and that of their peers.

### **Quality of teaching**

Almost all parents and carers who spoke with inspectors report that the quality of teaching has improved in recent months. One parent commented, 'This is not the same school it once was. There have been huge improvements to teaching. I wouldn't want my children to be anywhere else.' The quality of teaching is satisfactory overall and continues to improve. Teaching ranges from satisfactory to outstanding, but is not yet consistently good over time in all classes. Pupils were observed enjoying learning. In a mathematics lesson in Year 5, pupils used Venn and Carroll diagrams to organise shapes. One girl commented, 'Lessons are much better now. I didn't like maths before but I do now because I understand what I am doing.'

The school has responded well to issues identified during previous monitoring visits. Almost all pupils now engage well in learning and demonstrate good learning behaviour. Teachers use sharply focused learning objectives and success criteria in almost all lessons, and, as a result, pupils have a much better understanding of what they are learning to do. However, on some occasions, teachers' expectations of

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more-able pupils are not high enough, and this means that these pupils do not achieve as well as they could in lessons. The school's marking, feedback and target-setting systems are well developed and are making an increasingly effective contribution to pupils' improved learning. Reading books are now accurately matched to pupils' abilities in Key Stage 2. Daily sessions on phonics (the links between sounds and letters) for those pupils who require them, and regular guided reading sessions, are effectively supporting the improved teaching of reading.

Teachers now use assessment more effectively in lessons to tailor work to match pupils' needs, and teaching assistants continue to make a good contribution to pupils' learning. These factors combine well to support the effective teaching of those who are disabled or have special educational needs. On some occasions, teachers do not facilitate opportunities for pupils to discuss their learning with each other frequently enough. This means that pupils miss out on opportunities to share learning and deepen their understanding. The school is in the process of devising and implementing a calculation policy in mathematics because there are inconsistencies between teachers in their expectations of pupils' calculation skills. Parents and carers also seek further clarification as to what should be expected of their children at different ages.

Teaching effectively supports the development of pupils' moral understanding and their social development. This is largely due to teachers' high expectations of pupils' behaviour and their attitudes to learning and to each other. Displays around the school indicate that teaching makes an appropriate contribution to pupils' awareness of different cultures. School assemblies, as observed during the inspection, led by staff and visitors to the school, make a good contribution to pupils' spiritual development.

**Behaviour and safety of pupils**

Pupils' behaviour is good. Expectations of behaviour have been raised, and pupils have responded well. They are considerate to each other and to visitors. They confirm that behaviour in lessons and on the playgrounds has improved. Staff apply the school's behaviour strategies consistently well and, consequently, the school is a well-ordered community. Improved teaching quality has supported pupils' better behaviour in lessons because pupils are more engaged in learning and their thoughts are occupied fully by what they are learning to do. Parents and carers comment that behaviour has improved and that pupils are now far more motivated than previously to attend school. Attendance remains below average but is improving. Pupils' punctuality has improved significantly.

Pupils say that they feel safe in school and have a good understanding of how to keep themselves safe. They are aware of different types of bullying. For example, older pupils have a good understanding of cyber-bullying. Pupils report that bullying rarely occurs in school but that they have full faith in staff to deal with issues effectively and in a timely manner if it does occur.

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## Leadership and management

One teacher commented, 'The head of school and the executive headteacher are doing an amazing job.' This positive view is shared by other members of staff. The expectations of senior leaders are high, and skilful leadership has ensured that staff have recognised and embraced new and more effective ways of working. Staff at the school have always been hardworking but their efforts in the past have not always been channelled efficiently into resolving weaknesses. A parent told inspectors, 'The teachers look much happier now than they ever used to.'

Good partnership working with other schools recognised for their high quality practice has played a key role in supporting improvement, particularly in raising the quality of teaching. The school continues to benefit from effective partnership working but is no longer solely reliant upon external support. Middle leaders have developed their monitoring skills well and now play an important role, alongside senior leaders, in driving school improvement. Since the inspection in February 2011, the school's good progress in improving pupils' achievement, the quality of teaching and behaviour and safety, shows its now good capacity to continue to improve. Effective performance management systems ensure that staff are held to account for their work and for their success in raising pupils' achievement.

The curriculum is satisfactory. Leaders recognise that the school's curriculum is not as effective as it could be. Although there are many strengths, and the curriculum promotes pupils' spiritual, moral, social and cultural development well, too little emphasis is placed on the development of pupils' skills in different subjects as they move through the school. Leaders also understand that not enough has been done to shape learning to meet children's interests and to make closer links with the local and wider community.

Members of the governing body are fully involved in supporting and challenging the school. They have carried out a broad range of monitoring activities, aligned closely with the school's main development priorities. Consequently, they have a well-developed understanding of the school's current position. The school works well with parents and carers. Parents commented favourably about the usefulness of literacy and numeracy information evenings organised by the school and are positive about the changes made in the school in recent months.

The school's arrangements for safeguarding pupils meet statutory requirements. Leaders ensure that equality of opportunity is promoted effectively by keeping a close track of the progress made by different groups of pupils and successfully narrowing any gaps identified between them.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

5 July 2012

Dear Pupils



**Inspection of Edgewood Primary and Nursery School, Nottingham, NG15 6HX**

I have very much enjoyed working with your school in recent months, looking at your work and talking with you. Thank you for the warmth of your welcome. Your school is improving quickly. It now provides you with a satisfactory education and no longer needs special measures. This is great news for your school and you have all played an important role in helping the school to get better. It also means that I will not be returning to see how well you are all getting on. I shall miss sharing lunchtime chats with you in the dining hall and your excellent school meals!

You are all now doing much better in your reading, writing and mathematics. This is because teaching has improved and lessons are more exciting for you. I am very pleased to see that your attendance is improving, although it can still improve further. Your behaviour in lessons and around the school has improved a lot. Well done for this!

Your head of school, executive headteacher, the governing body, and other leaders are doing a good job and they want the school to get even better. I have asked them to give you more opportunities to write in different subjects and to make some of your learning topics more interesting and enjoyable. I have also asked them to make sure you always make good progress in lessons and that those of you who are capable of harder work are always stretched. You can help by telling your teachers if you think your work is too easy. I have asked the school to think carefully about how you calculate numbers and to agree the best way, so that they can share their ideas with your parents and carers. Finally, I have asked your teachers to give you more time to think about the questions they ask you in lessons, and more opportunities to discuss your ideas together.

All of you have worked very hard to bring about the many improvements in your school and you should all feel very proud. I hope that you all carry on improving and that you do well in the school.

Yours sincerely

Jeremy Spencer  
Her Majesty's Inspector

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