

Edgewood Primary and Nursery School

Edgewood Drive, Hucknall, Nottingham, NG15 6HX

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress that pupils make in mathematics, reading and writing is not yet good enough.
- More-able pupils are not sufficiently challenged, so too few of them make as much progress as they should.
- Teachers do not always set work at the right level of difficulty for pupils, especially in writing.
- Pupils do not have enough opportunities to use and develop their reading and writing skills in subjects other than English.
- Teachers' marking does not show pupils clearly how they can improve their work.
- Pupils are not always able or prepared to work out how to solve problems for themselves or to reflect on what they have learnt. They rely too much on the adults to tell them what to do, which limits their learning.
- Attendance has improved, but is still not good enough and is below average.
- Subject leaders and teachers in charge of other aspects of the school's work do not identify areas that need improvement and are not held to account for how well they lead and manage their areas of responsibility.

The school has the following strengths

- The children learn through a wide range of interesting topics and themes, and the provision for their moral, social, spiritual and cultural development is good.
- Pupils have a good understanding of what is right and what is wrong. Their conduct is good.
- Pupils feel safe. There are good relationships between adults and pupils.

Information about this inspection

- The inspectors observed 19 lessons and part lessons, three of which were observed jointly with the headteacher. In addition, they visited some lessons to look at how pupils who needed extra help were supported, and to listen to pupils read.
- Inspectors spoke to pupils in lessons, at lunchtimes and at playtimes. They also interviewed groups of pupils.
- Inspectors looked at a wide range of school documents, including the school’s own data about pupils’ current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Meetings were held with the Chair of the Governing Body and senior and subject leaders. One inspector held a telephone discussion with a representative of the local authority.
- The views of 27 parents were analysed through the Parent View website. Inspectors also took account of additional comments made by parents whom they met informally at the start of the school day.
- The inspectors considered the views expressed in questionnaires returned by 22 members of staff.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Janis Warren

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are both well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than average. The proportion of pupils supported at school action plus, or with a statement of special educational needs, is slightly lower than average.
- The proportion of pupils supported by the pupil premium is slightly lower than average. This is additional government funding for particular groups, including those known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- This is a joint-use school and shares its premises with a leisure centre and public library.
- There is a breakfast club and an after-school club. These are not managed by the governing body and were not included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress in reading, writing and mathematics by:
 - ensuring that teachers set work at the right level of difficulty for all pupils and increase the challenge offered to the more-able pupils
 - providing regular opportunities for pupils to develop their writing and reading skills in a wide range of topics and themes outside English lessons
 - ensuring that marking consistently gives pupils clear advice on how to improve their work
 - encouraging pupils more to work out how to solve problems for themselves and to reflect on what they have learnt.
- Improve leadership so that school improvement is more rapid by:
 - continuing to work with parents to improve attendance, particularly of those whose children are persistently absent
 - ensuring that subject leaders and other staff with leadership responsibilities lead their areas effectively, and that they systematically identify and address aspects that need improvement.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- The progress that pupils make, particularly that of more-able pupils, is not consistently good across all subjects and year groups.
- Although there is some variation from one year to the next, children start in the Nursery and Reception classes with skills and knowledge which are broadly in line with those typically seen in children of their age. In general, their skills in speaking, reading and writing are weaker than other areas of their development. By the end of their time in the Reception class, the children have generally made the progress expected of them.
- By the end of Key Stage 1, pupils have attained levels which are average. Too few more-able pupils attain the higher levels.
- At the end of Key Stage 2 in 2013, pupils had made progress which was broadly in line with national averages but, because of their lower starting points, standards were below average overall. Pupils' progress and attainment were weaker in reading than in writing and mathematics.
- Information on the progress of pupils currently in the school shows that they are making the progress expected of them. In Upper Key Stage 2, their progress in writing is weaker than their progress in reading or mathematics. In Key Stage 1, pupils are on track to attain levels which are in line with national averages, although the number of pupils attaining higher levels in writing is again expected to be lower than the national average.
- The achievement of pupils who are eligible for the pupil premium is improving but only slowly. In 2013, the Year 6 pupils who were eligible for support through the pupil premium were the equivalent of over a year behind other pupils in reading and writing, and two and a half terms behind in mathematics. They did not make as much progress as their classmates.
- Pupils eligible for the pupil premium who are currently in school sometimes make better progress than others because they are given effective support. However, their attainment in mathematics is not as strong as it is in reading and writing, and fewer of these pupils are on track to reach higher than nationally expected levels by the end of Key Stage 2. As a result, the gap between their attainment and that of other pupils is not closing quickly enough.
- Disabled pupils and those who have special educational needs make expected, and sometimes more rapid, progress from their different starting points.

The quality of teaching requires improvement

- Over time, teaching has not been good enough to challenge pupils sufficiently, especially the more-able pupils.
- As a result of action taken by leaders, teaching is improving, but some teaching is still failing to engage pupils' interest fully, and this slows their progress.
- Teachers mark pupils' work frequently. The marking sometimes offers advice on how the pupils can improve their work, but this practice is not consistent across all classes. Pupils know what

their targets are, and often have record sheets on which to monitor their progress. However, the targets set for some pupils are not challenging enough.

- Teachers now have adequate information about pupils' abilities in order to plan to meet all of their needs. Because they possess better information and use it more effectively, their planning has improved, but teachers do not yet consistently set tasks at a suitable level of difficulty.
- Classroom displays and other resources are attractive and used to celebrate pupils' achievement. They are used well by many teachers to show pupils how they can get information without relying on the teacher. However, in some cases, pupils are too reliant on the support they get from adults and do not try to work out problems for themselves.
- The well-designed play activities provided in the Reception and Nursery classes give children regular opportunities to learning through play and to discover things for themselves. Teachers check how well children are doing regularly and use this information to plan activities that will help each child make good progress.
- Teaching assistants are effective in supporting individuals and small groups, particularly the less-able pupils. They use questions and comments to clarify less-able pupils' thinking and to help them persevere with the tasks they are set. As a result of this support, the pupils they support often make good progress.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Although pupils enjoy their lessons, they do not take sufficient responsibility for their own learning or explore ideas and problems for themselves, largely because there are too few opportunities for them to do so. This limits the progress that they make.
- Despite the school introducing a number of strategies to reduce absence rates, attendance is still below average. The number of pupils who are persistently absent is higher than average.
- Teachers and other adults apply the behaviour policy consistently, and the system of rewards and sanctions is clearly understood by pupils. As a result, behaviour has improved since the last inspection.
- Pupils show respect and courtesy for each other and for adults. Their conduct in and around the school is good. They move around the building, and come in from playtimes, in an orderly fashion, and arrive at the next lesson ready to learn. They show care and respect for school property and for others' belongings. Pupils show concern for each other's well-being, and are aware that their behaviour can affect others.
- The school's work to ensure that pupils are safe and secure is good. All safeguarding arrangements are met and they are reviewed regularly.
- Pupils say they feel safe in school. Parents and carers agree that pupils are safe.
- Pupils learn about how to keep themselves safe. For example, they talk knowledgeably about what the school teaches them about road safety, about how to be safe when using the internet, and about the risks associated with drug use.

- The school maintains records of incidents of bullying, racism and homophobia, which indicate that such incidents are rare, and that they are dealt with effectively by adults. There is no evidence of pupils using discriminatory language, and an air of mutual respect is apparent in all classes and activities.

The leadership and management requires improvement

- Leaders have ensured that teaching and pupils' achievement are improving, but they have not yet done enough to make sure they are consistently good. There is too much reliance on initiatives being led by the headteacher alone. As a result, school improvement is not as rapid as it should be.
- Leaders in charge of subjects and other aspects of the school's work do not have enough opportunities to check on the work of their colleagues and give them support. They do not yet use data effectively enough and are not held sufficiently to account for leading improvements in their areas of responsibility.
- The new policy introduced by the headteacher for marking pupils' work and setting targets is still not used consistently in all classes.
- The headteacher has introduced suitable procedures and systems to make pupils' achievement better. He has set appropriate targets for teachers to improve their work, and he checks on the progress that pupils in each class make. This also means that extra help can be given to teachers and pupils who need it. As a result, teachers have much better information about the attainment of their pupils, and are aware of their accountability in making sure that all pupils make as much progress as possible.
- The headteacher has a good understanding of where there have been weaknesses in pupils' achievement and the quality of teaching over time and where these persist. As a result, his plans for improvement focus on making sure that pupils do much better. The implementation of the plans is bringing about improvements in the quality of teaching, but their impact is yet to be seen in pupils' achievement.
- The curriculum is planned carefully to ensure that pupils develop skills, knowledge and understanding across a wide range of topics and themes. However, teachers do not regularly use opportunities provided by these topics for pupils to apply and improve the skills they have learnt in English in other subjects. Pupils' awareness of the moral, social and cultural aspects of life is adequately developed.
- The school uses its primary school sport funding to offer pupils a wider range of sporting experiences. This is leading to pupils building their confidence and becoming more skilled in a range of sports.
- The local authority has offered support and guidance in checking the school's performance, which has given the headteacher confidence in his own evaluations.
- In general, the school has good relationships with parents, but a small number do not cooperate well enough over issues such as homework and taking pupils out of school for holidays in term time.

■ The governance of the school:

- Governors contribute well to the way in which the school checks how well it is doing. They recognise their responsibility to challenge as well as support senior leaders. They take note of the achievement of pupils, including disabled pupils and those who have special educational needs. They have taken up training opportunities and developed their skills so that they can challenge leaders about the school’s performance effectively
- Governors know how well teaching is being developed by the headteacher. They now ensure that teachers’ pay is linked closely to their performance and its impact on pupils’ achievement. They are aware of how the pupil premium and sports funding are spent and the impact these are having
- Governors ensure that requirements regarding safeguarding are met in full. They check that all policies and procedures are up to date, and ensure that these are followed consistently by all staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122587
Local authority	Nottinghamshire
Inspection number	430583

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	330
Appropriate authority	The governing body
Chair	Louisa Clark
Headteacher	Ed Seeley
Date of previous school inspection	3 July 2012
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