

King Edwin Primary School



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Tuesday 19th March 2024

Ofsted Inspection Report 27th and 28th February 2024

Dear Parents and carers,

We are delighted to share the latest Ofsted report from our recent ungraded Ofsted inspection which confirms that *King Edwin Primary School continues to be a 'GOOD' school*. The report has just been released and will soon be published on the Ofsted inspection website within eight working days.

The purpose of ungraded inspections (previously Section 8) is **to confirm whether the school remains good** under the definition of overall effectiveness as set out in the Ofsted's School Inspection Handbook.

In all honesty, our KEPS team would much rather have received a graded inspection visit with a thorough opportunity to share more of our school and the wonderful things that we do here at KEPS. We truly believe that we have a fantastic school and you could say that our ungraded inspection slightly limits what an inspector can see of the exceptional provision that we offer.

When I joined the school as headteacher in September 2017, we began a rapid and visionary plan for improvement. The inspection judgement of 'GOOD' in 2018 recognised our early work and our recent report highlights so many strengths and developments that we have worked on as a team since that point.

Our report is extremely positive and praiseworthy about all aspects of school life here at KEPS, including:

- **Pupil happiness and safety**
'This school is exceptionally welcoming. Pupils have strong positive relationships with adults. One pupil said, 'The school is like a second family.' Pupils feel safe. They know that adults will help them sort out any problems.'
- **Curriculum design**
'The school has identified the key knowledge that pupils should learn from the early years to Year 6. The curriculum plans are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND). Staff have excellent subject knowledge and guide pupils well to understand new learning.'
- **Pupil behaviour and attitudes to learning**
'The school has high expectations of pupils behaviour . Pupils meet these high expectations. They make excellent use of lesson time. They are focused and keen to learn. Teachers encourage pupils to experiment with their own ideas about their learning. Pupils show a high degree of resilience to keep trying, even if they do not succeed at first. Pupils understand the schools values and demonstrate them through their actions .'



- **Phonics**
'The school has further improved the quality of phonics teaching. The school prioritises early reading from when children join the school in the nursery. Staff quickly identify when pupils need extra help with their reading.'
- **Early Years Foundation Stage**
'Children in the early years learn to share well. Routines are quickly established. This includes using songs to help them learn numbers and sounds. The children are confident in expressing their ideas. They are well mannered.'
- **Reading**
'The school has created a successful love of reading culture . All pupils read a quality text daily in school. Pupils can become a pupil librarian and they enjoy this role. Pupils write about their favourite books and authors. They share this knowledge, with enthusiasm, with the rest of their class. Adults read a story daily to all pupils.'
- **Leadership, Staff professional development and high expectations**
'Staff enjoy working at this school. They are positive about the choices leaders make about their well-being. Governors are supportive and know the school well. Staff receive high-quality, regular training to help them teach the curriculum.' *'The school has high expectations of pupils behaviour . Pupils meet these high expectations'*
- **Pupil wellbeing and safety**
The school prioritises pupils well being. Pupils learn about healthy eating and mental health. They have lessons on how to keep themselves safe, including when online. The school works with specialists to help with pupil anxiety. Pupils value the play therapy sessions. The school provides excellent opportunities that go beyond the academic curriculum'
- **SEND support**
'The school quickly identifies when pupils need additional help with their learning. The school puts effective strategies in place for these pupils. Most pupils with SEND learn the curriculum successfully alongside their peers.'
- **Pupils' wider personal development**
'The school provides excellent opportunities that go beyond the academic curriculum. These include fitness lessons, learning about first aid, and taking part in rock music bands and football clubs. Pupils benefit from visiting speakers such as the police and religious leaders. A Paralympian delivered physical education lessons. All these experiences are well designed to enrich the pupils lives. Pupils particularly enjoy taking part in regular debates where they discuss matters such as 'Is it ever OK to lie?'
- **Safeguarding**
'The arrangements for safeguarding are effective.' *** During an ungraded inspection, schools can only be judged for safeguarding as 'effective or not effective'**

The findings of our report are of no surprise to us and simply confirm our own school self-evaluations. *We never 'do things just for Ofsted'; we do 'things' because they fit with our values and vision and we believe they are right for the KingEdwinner children in our care, to help them flourish academically, socially and emotionally.* Nevertheless, it is always pleasing to have our practice endorsed by external independent auditors.



Moreover, it is truly gratifying to receive confirmation that our school '*continues to be good*', given all the changes that have occurred in the school since our last inspection, and notwithstanding the devastating disruption of COVID-19. It is a testament to the industry of the pupils, the hard work, dedication and expertise of the staff, and the unfailing support received from both parents and governors.

One of our main strengths as a school community is our constant drive to improve and reflect upon what we do well and can do even better at. Moving forwards, we will endeavour to improve in the **one area of improvement (AFI) identified in the report and from our own evaluation** '*The school should ensure that the assessment systems currently being developed enable staff to identify and address gaps in pupils understanding*'. Leaders at KEPS anticipate that the systems already introduced will bear fruit as they continue to be embedded across our KEPS curriculum.

We are proud to continue on our journey as a brilliant school, further improving the education and experiences we bring to our KingEdwinner children, and the role we play in our wider KEPS community.

Finally and most importantly, I would like to thank the staff for their hard work and dedication; the parents and carers who either spoke with the inspector or provided feedback online; the Governors for their continued guidance; the Senior Leadership Team for their support and direction and above all our amazing KingEdwinner children for being exceptional ambassadors for their school – they exemplify everything that makes this place so special and they are all very much true KingEdwinners!

Thank you for your continued support,

Mr Callaghan-Wetton
Headteacher of King Edwin Primary School

