

St Edmund's CofE (C) Primary & Nursery School

URN: 122741 | Inspected: 06 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils talk enthusiastically about their learning in subjects across the curriculum. They are developing appropriate knowledge and can make sound connections between current and earlier learning. Their written work clearly shows this knowledge. In subjects like reading, writing and mathematics, pupils achieve close to national averages, including disadvantaged pupils. More pupils are starting to achieve higher standards. The school's new approach to teaching phonics has had a positive impact on pupils developing firm foundations in reading. Pupils develop fluency, great confidence and a real passion for reading. They develop equal confidence with number facts, which helps greatly when they are solving mathematical problems. The school provides extra support to close gaps in core knowledge quickly. Typically, pupils make suitable progress from their starting points. This includes those with special educational needs and/or disabilities. Overall, the school prepares pupils well for their next stages of education.

Curriculum and teaching

Expected standard

Recently, leaders raised the ambition of the curriculum and further clarified the key knowledge pupils should learn. Leaders organise this knowledge coherently to enable pupils to build on it well over time. A breadth of engaging experiences, such as visits from authors and practical work, bring the curriculum alive. At the same time, there is an appropriate emphasis on the essential knowledge that pupils should gain. Leaders have strengthened their approaches for teaching phonics, reading and number facts, making a positive impact on pupils' learning. Teachers are knowledgeable and deliver the curriculum well. They explain and model new learning clearly, deploying resources effectively. Generally, staff adapt teaching appropriately for pupils with special educational needs and/or disabilities. Retrieving and practising what pupils have learned is a regular feature of lessons. Pupils like how teachers help them to remember knowledge in a variety of fun ways. On the whole, teachers check pupils' understanding sufficiently to address any misconceptions. Staff provide additional support to make sure pupils secure essential knowledge in English and mathematics when needed. However, teachers do not use information about pupils' learning consistently well to inform what comes next. Leaders recognise this and are in the process of introducing new approaches.

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Early years Needs attention

Staff do not deliver the new early years curriculum consistently. While many interactions with children help move their learning forward, there is too much variation. Often, staff do not have enough information to ensure they support children to engage with learning activities as leaders intend. This also inhibits staff from making suitable adjustments for children with special educational needs and/or disabilities. Leaders have introduced a new approach to check children's learning. Currently, staff do not use this information sufficiently well to adapt the provision to address gaps in children's development. The new curriculum is ambitious and there is purposeful focus upon children's language development. This begins in Nursery. Reading is central to the curriculum. Leaders are focused upon making sure that the Reception Year starts well in securing their knowledge of phonics. The new phonics programme is implemented effectively and consistently. Children are becoming confident with recognising sounds. In addition, leaders are developing their partnership work with parents and carers to further promote children's development. While the significant changes in the early years are having a positive impact, leaders are still in the early stages of embedding the curriculum and its delivery. There are early signs that children's achievement and their readiness for the next stage of their learning is improving.

Inclusion Needs attention

The school has not identified pupils' needs and barriers to learning quickly and accurately enough. Leaders have not checked thoroughly the impact of the additional support they provide. They recognise this and recently began to overhaul how they identify needs and review the impact of support. They are making appropriate improvements. However, the revised systems and processes are in the early stages of implementation. Leaders have high expectations for all pupils to achieve well. They seek advice and work with a range of external agencies, particularly to support pupils with special educational needs and/or disabilities. They are starting to work with parents and carers more closely to shape the support they provide. Generally, staff receive suitable training to enable them to meet these pupils' needs. However, weak systems mean too often pupils do not get the right support at the right time. Leaders have not communicated their strategy for using the pupil premium funding well enough. They allocate some funding to additional, helpful academic support and some to enable disadvantaged pupils' participation in extra-curricular activities. However, leaders do not monitor the implementation of the strategy or its impact properly. Therefore, they do not know sufficiently what difference their actions make.

What it's like to be a pupil at this school

In this school every pupil feels welcomed, cared for, safe and that they belong. This is largely due to the warm, compassionate relationships that staff develop with pupils as a priority. Pupils are eager to arrive each morning. They appreciate a 'high 5' from leaders at the gate. The school has high expectations for pupils' behaviour and staff support pupils well with consistent routines. Pupils are very polite and friendly. They do their best to follow the school's 'Sixcess' values which they know by heart. Playtimes are happy as pupils respect each other and get on well. Unkindness or hurtful behaviour, such as bullying, is generally rare. If it does happen, staff deal with it quickly and effectively. Pupils enjoy learning and feel teachers make their lessons fun. Teachers typically teach the school's ambitious and engaging curriculum well. As a result, pupils reach the standards expected for their

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age overall. Leaders and staff want every pupil to feel included and that they can achieve well. They are improving the systems to identify pupils with barriers to learning more quickly. However, these improvements are in their infancy, which means these pupils sometimes do not get precisely the right support at the right time. Leaders want children to get off to the best start with their schooling. Staff settle children well into the early years and provide a nurturing environment. However, children's development is not as well catered for as it should be. Leaders are still in the early stages of implementing improvements in this provision. The school supports pupils' broader development well. For example, pupils learn to be responsible members of their school community. They enjoy a range of activities that help develop their talents and interests, such as arts, craft and sports clubs, or taking part in performances or a sports team.

Next steps

- Leaders should complete and embed the new systems and processes that support inclusion, and communicate their pupil premium strategy effectively, to ensure that pupils get the right support quickly to overcome their barriers to learning.
- Leaders should embed the recent improvements in the early years provision and ensure staff deliver the curriculum consistently well so that children are well prepared for their next stage of education.
- Leaders should ensure staff make more effective use of assessment information to adapt the curriculum and teaching, ensuring they quickly address any gaps in knowledge, and they deepen pupils' learning.
- Leaders should analyse and evaluate the effectiveness and impact of the school's work, particularly on vulnerable groups of pupils, more astutely to ensure sustained and rapid school improvement.

Leadership and governance

Expected standard

Leaders are passionate and have an ambitious vision for the school. They have a clear understanding of the school's strengths and what needs to develop. This has led to a considerable amount of change recently. Leaders are prioritising the right actions, in the best interests of pupils. Positive impact of their actions is evident in the quality of the curriculum and teaching and improvements in pupils' achievement, for example. Leaders are working hard to ensure that children get off to the best start in the early years and their approach to inclusion supports more vulnerable pupils consistently well. Governors are equally enthusiastic and take their responsibilities and statutory duties seriously. They support the strategic direction of the school and, generally, challenge leaders appropriately to achieve their goals and make swift improvements. However, leaders and governors do not scrutinise the school's information closely enough. This hinders how well they evaluate and act on the impact of the school's work. Although there has been a lot of change, leaders work strategically, considering the workload and wellbeing of staff. Staff find leaders approachable and caring. They are highly positive because leaders value their contribution in shaping the vision for the school. Leaders provide appropriate professional learning opportunities to support staff in making improvements, developing their expertise and achieving their aspirations. Staff appreciate the increasing opportunities they have to collaborate

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with external professionals and other schools.

Personal development and wellbeing

Expected standard

The school provides a thoughtful personal development programme. Through assemblies, stories, debates and drama activities, pupils learn well about themselves and about diverse life in the modern world. Pupils learn about healthy relationships in an age-appropriate way. They learn and can talk about ways to keep themselves safe, including when they are using online technology. Older pupils recognise harmful substances and the dangers of knives.

The school encourages pupils to reflect on the beliefs of others as well as their own. Pupils know about a range of faiths and cultures. They recognise equality and know that everyone should be treated fairly. Pupils value the opinions of others and can explain concepts such as 'compromise' when thinking about how to be a good friend. Pupils engage well with ethical issues and have a firm understanding of right and wrong. Along with the teaching of fundamental British values, the school's values underpin this. Older pupils say that respect, truth and kindness are most important to them. The school fosters responsibility and citizenship. For example, each class takes turns looking after the school's chickens. Some pupils help serve lunch and others organise games on the playground. The school parliament represents all pupils when making important decisions. Pupils value the importance of these roles and contributing to their community. Pupils benefit from a wide range of character-building experiences, such as trips and 'wow' days. Older pupils spend an evening role playing a wartime evacuee leaving their parents. This prepares them well for a residential visit to London or Scarborough. Visits such as those to a local museum or Sherwood Forest enable pupils to learn about their cultural heritage. Leaders ensure that disadvantaged pupils also benefit from these experiences. Needs attention

Attendance and behaviour

Expected standard

Leaders make regular attendance a priority. Attendance has improved over the past two years to be close to national averages overall, including for disadvantaged pupils and those with special educational needs and/or disabilities. This improvement is due to leaders keeping close track of pupils' attendance and alerting families when there is a concern. Leaders provide support to help overcome any barriers to attending school. However, they are not analysing their attendance information precisely to help regain higher, pre-pandemic levels of attendance. Leaders and staff have created a calm and focused learning environment. Clear expectations and well-organised routines support pupils well. Pupils have positive attitudes, and they try their best with their work. Typically, they listen well and are keen to share their ideas with staff and each other. Staff follow the school's approaches consistently to maintain this level of behaviour. They adapt these approaches appropriately to support pupils to manage their emotions when needed. Pupils are very friendly and they treat staff, visitors and each other with respect. The school's values guide their actions well. Significant incidents of poor or unkind

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behaviour, such as bullying, are rare. Staff support pupils well to resolve such incidents if they occur.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-edmunds-cofe-c-primary-nursery-school-mansfield-woodhouse>