Inspection of a school judged good for overall effectiveness before September 2024: Edwalton Primary School

Wellin Lane, Edwalton, Nottingham, Nottinghamshire NG12 4AS

Inspection dates: 1 and 2 April 2025

Outcome

Edwalton Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Daniel Graney. This school is part of Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Pupils love coming to Edwalton Primary School. They feel valued, listened to and safe. They, in turn, ensure that everyone is welcome and nobody is left out. Pupils learn and play harmoniously together.

The school is aspirational for every pupil. Pupils study a wide range of interesting topics and read books that enthuse them to learn new and ambitious vocabulary. Disadvantaged pupils have the same opportunities as their peers and are supported well to be successful. Pupils try hard and achieve highly in many aspects of their learning.

Pupils relish the enriching experiences that the school provides, for instance learning in the school's own farm and woodlands. They benefit from inspiring visits and visitors. They enjoy a wide range of activities that challenge them and nurture their talents. Pupils are proud to make a real contribution to school life, for instance, as eco leaders, school parliamentarians and play leaders. Pupils show deep respect for other people and the world around them. All this prepares pupils very well for their next steps.

Parents and carers are overwhelmingly appreciative that their children are happy and thrive here. As one parent typically commented, pupils are 'valued, cared for and encouraged to be their best every day'.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and engaging. It is well structured. In all subjects, the school has identified precisely what pupils will learn and when they will learn it. There are many opportunities to revisit important concepts. Learning builds carefully, right from the start of Reception. This helps pupils to gain and retain new knowledge over time.

The school is crafting a research-based approach to teaching the curriculum. Teachers follow this approach with growing consistency and positive impact. Strong learning habits are being set right from the start in the Reception class.

Teachers present new knowledge clearly to pupils. They emphasise important vocabulary and check pupils' understanding. The impact can be seen in pupils' confident recall of knowledge and their high attainment in many areas, particularly mathematics. In some foundation subjects, revisions to the curriculum are more recent. In these areas, on occasion, teachers have not designed activities that match the intended learning and deepen pupils' learning as well as they could.

Reading is a constant priority in the school. Phonics is taught well from when pupils join the school. This includes a sharp focus on supporting weaker readers to catch up quickly. Pupils read often from books that are well matched to the sounds they know. This helps them to become confident and fluent readers.

Pupils learn demanding vocabulary through the wide range of texts at the heart of the curriculum. Subject-specific vocabulary is prioritised in every topic. Communication and language are skilfully threaded through learning activities from the moment children join in Reception Year. Teachers support pupils to structure their written and oral responses with increasing sophistication over time. They become confident communicators.

The school has ensured that staff receive high-quality and ongoing training. This includes new leaders accessing subject expert networks. Leaders across the school benefit from opportunities to work in collaboration with trust colleagues. This is making a significant contribution to the school's continuous improvement of the quality of education.

The school is rigorous in securing an inclusive learning environment for its pupils. The school provides sensitive support to help disadvantaged pupils, including those with special educational needs and/or disabilities, to learn successfully alongside their peers. Pupils achieve well from their different starting points.

The school has sustained the excellent provision for personal development identified at its previous inspection. Pupils access a broad and carefully crafted enrichment and personal development programme. They learn to value themselves, each other, their school and their community. They learn about, celebrate and respect different cultures, beliefs and family structures. Older pupils discuss their views with maturity and careful consideration of others' contributions. Pupils are well prepared for life in modern Britain.

The school works closely with families to reduce any barriers that may impact pupils' attendance and punctuality. Leaders are quick to take necessary action. Consequently, attendance is high.

Staff are proud to work at the school. They value leaders' actions to consider workload and to respect their health and well-being.

The trust and local governing body know the school extremely well. They have a sharp oversight of the impact of the school's actions. The challenge and support they provide ensure that the school's development in all areas of its work is focused on providing the best for every pupil.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, learning activities are sometimes not designed effectively enough. As a result, some pupils are not able to deepen their knowledge, skills and understanding as well as they might. The school needs to ensure that learning activities enable pupils to deepen their knowledge, skills and understanding, in order to make the best possible progress.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142348
Local authority	Nottinghamshire County Council
Inspection number	10347603
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Daniel Graney
Website	www.edwaltonprimaryschool.co.uk
Dates of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed as interim headteacher in January 2024 and confirmed as the substantive headteacher in January 2025. There have also been a number of other new leadership appointments since the previous inspection.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the assistant headteacher and a range of other staff. She also met with the trust director of quality assurance and school

improvement, the CEO, a trustee representative, the joint chairs of the local governing body and another local governor.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. She also heard some pupils read with a familiar adult.
- The inspector observed pupils' behaviour in lessons and at other times of the school day.
- The inspector looked at a range of documents, including leaders' priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered through discussions, and responses to Ofsted's surveys were considered.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector

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