

# Inspection of a school judged good for overall effectiveness before September 2024: Edgewood Primary and Nursery School

Edgewood Drive, Hucknall, Nottingham, Nottinghamshire NG15 6HX

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Inspection dates: 11 and 12 February 2025

## Outcome

Edgewood Primary and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils are happy and enjoy attending the school. They are polite and friendly towards each other. They know staff care for them and want them to succeed. As a result, pupils feel safe. They know if they were to ever feel worried or frightened, an adult will be there to support them.

Pupils' behaviour is good. Pupils know the school's values. They know being respectful, ambitious, proud and safe are very important. They enjoy earning house points, certificates and postcards home for behaving well and demonstrating the 'RAPS'.

Parents appreciate the dedication and commitment shown by the staff. One comment typical of many is, 'The teachers are kind and caring, listen to parents, have tons of enthusiasm and will always give their time.'

Pupils know the staff have high ambitions for them. They appreciate the extra support they get when they need it. They enjoy their learning challenges. As a result, outcomes are improving. Pupils take part in the many clubs the school offers. Pupils grow in confidence as a result of the leadership opportunities they are provided with. The pupils are thriving in this calm and purposeful environment that staff have created.

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

The early years provision is highly effective. The school has thought very carefully about what children need to know from the beginning of Nursery to the end of the Reception Year. Skilled staff design learning activities to develop children's understanding. They use

important vocabulary when they are playing alongside children. As a result, children are well prepared for the next stage of their education.

The school has high ambitions for the curriculum. The curriculum focuses on revisiting previous learning. As a result, many pupils can remember important knowledge. For example, in geography, pupils were able to recall the features of a river and the water cycle in detail. They know how biomes are different to one another. However, in a small minority of subjects, the curriculum still needs development. The school has not yet thought about what they want pupils to know in these subjects. As a result, in some subjects, pupil's knowledge is less secure.

In most lessons, staff use the curriculum well to ensure teaching is appropriate. Staff demonstrate what to do effectively and explain their thinking. This helps pupils learn. However, on some occasions, teachers do not ensure that pupils have learning activities that meet their needs. For some pupils, tasks are too difficult. For others, tasks do not challenge them as much as they should.

The school has high expectations for behaviour. Staff reinforce the school values consistently and effectively. Staff are friendly and positive. They help the children thrive. As a result, pupils behave well. They listen thoughtfully to staff and one another in lessons. They have very good attitudes to their learning. They move around the school in a calm and considered manner.

Pupils benefit from the school's approach to early reading and phonics. Staff are well trained. They provide opportunities for pupils to practise new sounds and blend them into words. Pupils enjoy sounding the words out and writing them down. When pupils fall behind their peers, they receive extra support to catch up. This meets their needs well. Pupils read from books that match their reading ability.

The school's personal development provision is strong. Pupils have a good understanding of fundamental British values. They have an age-appropriate understanding of how their bodies grow and develop. They know many of the protected characteristics, and one pupil told me that any prejudice 'would not be tolerated here'.

Pupils enjoy many opportunities to develop their leadership skills. This includes 'kindness ambassadors' who give out house points and certificates to other pupils who are kind. Other opportunities pupils enjoy include eco-warriors and school councillors. Pupils also benefit from the many sporting opportunities they get at school. These opportunities enable them to follow their interests and passions.

The needs of pupils with special educational needs and/or disabilities (SEND) are well met. The school identifies needs very well. Specialist teaching in the 'Hive' and the 'Ark' support pupils who have more significant needs. In these areas, staff use a range of different communication resources effectively. In mainstream classes, other pupils with SEND also benefit from effective support from additional adults. Clear learning goals and extra resources ensure they can achieve.

Leaders are passionate and determined to ensure all pupils attend school regularly. Staff know the importance of listening to families to understand how they can help. The school then provides expertise to support. As a result, attendance at the school is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some lessons, learning activities do not meet the needs of all pupils. As a result, sometimes pupils are expected to complete work that is too hard or they are not moved on to more challenging tasks when they are ready. The school needs to ensure all staff use assessment effectively so all pupils secure the knowledge they need.
- In a minority of subjects, the school has not defined the curriculum's essential knowledge well enough. As a result, pupils are not learning the knowledge and skills they require in every subject. The school needs to ensure all subject curriculums detail the knowledge and skills pupils need to learn and remember each year.

## **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 to be 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 second ungraded inspection since we judged the school to be good for overall effectiveness in April 2016.

## 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

<b>Unique reference number</b>	122587
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10371741
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jessie Wheeler
<b>Headteacher</b>	Ed Seeley
<b>Website</b>	<a href="http://www.edgewoodprimaryschool.co.uk">www.edgewoodprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently 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 the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the local authority, the headteacher and other members of the senior leadership team. The inspector also met with members of the local governing body, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 inspector considered the views of parents and carers through Ofsted Parent view, including the free-text comments. He also took account of staff and pupils' views through their responses to Ofsted's survey.

### **Inspection team**

Andy Lakatos, lead inspector

Ofsted Inspector

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