

Inspection of St Mary Magdalene CofE Primary School

Springwood View Close, Sutton-in-Ashfield, Nottinghamshire NG17 2HR

Inspection dates: 10 and 11 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected St Mary Magdalene CofE Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Mary Magdalene CofE (VA) Primary School to be outstanding, before it opened as an St Mary Magdalene CofE Primary School as a result of conversion to academy status. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in St Mary Magdalene CofE (VA) Primary School's effectiveness before it closed. Changes in the effectiveness of St Mary Magdalene CofE Primary School may have happened at any point since it opened.

What is it like to attend this school?

'Love, laughter and learning' are at the heart of the school's values. These words capture what leaders want for pupils at St Mary Magdalene. Staff are highly ambitious for all pupils. They make sure that pupils are cared for, receive interesting lessons and have fun. The artwork displayed around the school is impressive. It reflects pupils' talents and the ambition of the curriculum.

Pupils are enthusiastic learners. They take pride in their work. They value the many school clubs that are on offer. These cater for a wide range of interests. Pupils look forward to experiencing the 31 'must-dos' that leaders want every child to enjoy before they leave primary school.

Pupils feel safe. They know that they can talk to a member of staff if they have a worry or concern. Pupils know what to do if there is any bullying. They are confident that staff will deal with it should it occur.

Pupils behave well in lessons. They are polite and friendly. They were very respectful during the school's Remembrance Day service.

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

The curriculum is well planned. It is logically sequenced. The content is unique to the pupils of St Mary Magdalene. Curriculum plans set out the knowledge and skills that pupils will learn term by term. The curriculum builds systematically on what pupils have learned before.

Teachers give clear explanations. The majority of pupils learn the curriculum well. Pupils can remember what they have learned. For example, younger pupils know which countries make up the United Kingdom. Older pupils use technical terms, such as *accelerando*, in music. Teachers check on how pupils are getting on in lessons. However, these checks do not always pick up on gaps in pupils' learning. This means that a small proportion of pupils do not remember the curriculum as well as they should.

Reading is a high priority. Pupils are enthusiastic about reading. They know that reading helps them to find out new things in all subjects. They like browsing books in the school library. They enjoy listening to the books that teachers read to them.

Phonics is taught well. Staff check regularly on how pupils are getting on. Pupils who begin to fall behind get extra help. Most pupils learn phonics well. However, a small proportion of pupils do not read regularly enough. This means that they do not become fluent readers as quickly as they should.

Pupils are well prepared for life in modern Britain. They understand British values. They learn about equality and diversity. They consider moral and ethical issues. By Year 6, pupils can discuss questions such as 'Is it ever right to break the law?'

Pupils with special educational needs and/or disabilities get on well in their learning. Teachers have high expectations of what these pupils can achieve. Teachers adapt lessons, when required, effectively so that all pupils can learn the curriculum.

Staff feel valued. They are proud to work at the school. They value the support and training that they receive. Most parents are keen to praise the school. They would recommend it to a friend. They valued the efforts made by leaders and staff to teach and care for their children during the national restrictions caused by the COVID-19 pandemic.

Governors are ambitious for the school. They keep a close eye on how well the school is doing. They are focused on making things better for pupils.

The trust has provided effective support for senior leaders and the governing body. It has enabled senior leaders to work with, and learn alongside those from other schools.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. They are alert to signs that pupils may be suffering from harm. They report concerns quickly. Leaders make sure that records are robust and fit for purpose. Leaders relentlessly follow up concerns with other agencies. They challenge if pupils are not getting the support they need.

Pupils are taught how to keep themselves safe, including when online. They benefit from the work of the chaplain and qualified counsellors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers check on how pupils are getting on in lessons. However, these checks do not always pick up on gaps in pupils' learning. This means that a small proportion of pupils do not remember the curriculum as well as they should. Leaders should ensure that teachers' assessments help all pupils to remember the curriculum.
- A small proportion of pupils do not read regularly enough. This means that they do not become fluent readers as quickly as they should. Leaders should ensure that all pupils have the opportunity to read widely and often. This will enable pupils to develop a deeper understanding of vocabulary, which will help them in their learning of other subjects.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141545
Local authority	Nottinghamshire County Council
Inspection number	10199382
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of the board of trustees	Philip Blinston
Headteacher	Samantha Robinson
Website	stmarymagdaleneprimary.co.uk/
Date of previous inspection	not previously inspected

Information about this school

- The school opened in November 2014. It is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The headteacher and deputy headteacher were appointed to the school in 2018.
- The chair of the governing body was appointed in 2019.
- The school does not use any alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist Schools in June 2017. These inspections typically take place once every five years.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken it into account in their evaluation.
- Inspectors met with the headteacher, the deputy headteacher, the inclusion manager, subject leaders, the chief executive officer of the trust and members of the governing body.

- Inspectors carried out deep dives in reading, mathematics and art and design. For each deep dive, they met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- A wide range of documents were scrutinised, including those relating to safeguarding. The lead inspector met with the designated safeguarding lead.
- Inspectors reviewed the responses that were submitted by parents to Parent View, Ofsted's online questionnaire, including 66 free-text responses. They also considered the 20 responses to the staff survey.

Inspection team

Anthony O'Malley, lead inspector	Ofsted Inspector
Sarah Chadwick	Ofsted Inspector

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