

Chuter Ede Primary School

Wolfit Avenue, Balderton, Newark, NG24 3PQ

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress. From starting points which are in line with those expected for their age, they reach standards in English and mathematics at the end of Year 6 which are well above those found nationally.
- Teaching is outstanding. Teachers have high expectations of pupils. They motivate both boys and girls to learn through well-planned and highly engaging activities.
- Pupils behave exceptionally well. Relationships between adults and children are excellent. Pupils work with each other in a highly mature and sensible manner. They have a clear understanding of how to keep themselves safe. They enjoy school very much.
- Leaders and all staff are ambitious for the pupils. They are constantly seeking further improvement. They monitor the quality of teaching and pupil progress very carefully and this means teaching continues to improve and standards rise.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Staff, pupils and parents express pride in the school's very caring ethos.
- Pupils enjoy a wide variety of activities. They have many opportunities to take on responsibilities and serve their community. They are being exceptionally well prepared for their future in the modern world.
- The governing body is well organised and highly effective. Governors know the school well, and use information very effectively to hold the school to account for pupils' achievement and well-being.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 24 lessons or parts of lessons, two of them jointly with the headteacher, and made brief visits to several more. They also examined closely the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, senior leaders, school staff, governors, and an officer representing the local authority.
- Inspectors scrutinised a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 46 parents and carers had posted responses to the online questionnaire, and they analysed 29 questionnaires which had been completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Mina Drever

Additional Inspector

Susan Tabberer

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Most pupils are White British, with a very small minority from other ethnic groups, and almost none who speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is well below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates on two sites approximately two miles apart. The second site was opened one year ago to cater for rising pupil numbers. It currently houses a Reception and Year 1 class only. It is expected that, in the course of time, it will be run as a separate school.

What does the school need to do to improve further?

- Strengthen the effectiveness of marking by making sure that the quality of feedback teachers give when they mark pupils' work is as consistently high in all subjects as it currently is in English and mathematics, and that pupils always act decisively on the advice they are given.
- Deepen pupils' awareness of cultural diversity by extending opportunities for them to interact with people from different communities beyond the immediate locality.

Inspection judgements

The achievement of pupils is outstanding

- Children join the school in the Early Years Foundation Stage with the knowledge and skills that are expected for their age. From the outset all groups make outstanding progress as they mature through the school and, by the end of Year 6, standards in English and mathematics are significantly above those found nationally.
- Standards have been consistently high over time, although they dipped in 2012 and were closer to average that year. Inspectors investigated this thoroughly. The school's detailed and rigorous tracking of pupils' progress showed this to be as a result of pupils' lower starting points. In 2013 pupils are securely back on track to attain the previous high standards.
- There is no marked variation in achievement between boys and girls. Disabled pupils and those who have special educational needs achieve exceptionally well. Their needs are very swiftly identified and they receive intensive support in lessons or in one-to-one or small-group activities with an adult nearby. The small numbers of pupils from minority ethnic groups and those who speak English as an additional language also make progress in line with other pupils.
- Pupils eligible for the pupil premium also receive excellent support from the individual and small-group activities which the additional funding has provided. In 2012 Year 6 pupils had only had the benefit of this support for one year. The standards attained by these pupils were roughly one year behind those of other pupils in English and mathematics. Because of the exceptionally low starting points of some of them, who also had special educational needs, this still represented good progress. This year, for current pupils in the school, this gap has almost closed.
- Pupils are extremely enthusiastic readers. They show a genuine love for books and were keen to tell inspectors why: 'Books fire my imagination', 'I can learn a lot of facts by reading'. The most able pupils in Years 2 and 6 read fluently and with excellent expression and understanding, showing skills well above average. Less-able pupils could show inspectors confidently how they cope with unfamiliar words using the techniques they have been taught.
- Pupils' scores in the 2012 Year 1 reading check were below average, but the school took immediate and concerted action and, when retested a few weeks later, pupils' scores were well above the national average. Current pupils are on track to exceed last year's national average by a wide margin.
- Achievement in mathematics is outstanding. Pupils concentrate well on the tasks they are given in lessons because these are motivating and purposeful. In one lesson, for example, pupils worked eagerly because they were using actual menus from well-known restaurants and take-aways to compare prices and value for money. Progress was extremely rapid as they applied their mathematical skills to a 'real-life' context which interested them all.
- Pupils have many and varied opportunities to write at length, not just in English lessons, but across a range of other subjects also. Because of this, rates of progress are outstanding. Pupils take exceptional care with spelling, punctuation and grammar, and the presentation of their work is of an exceptionally high standard.

The quality of teaching is outstanding

- Teachers have extremely high expectations and challenge pupils to work hard. They plan inspiring and thought-provoking lessons which capture pupils' interest. Teachers make good use of visual aids, computer technology, pair and group work, and 'hands-on' tasks which stimulate learning. Pupils are given clear time limits in which to complete tasks, and lessons move at a very brisk pace.
- Teachers' explanations are crystal clear. They use appropriate technical terms and do not 'talk down' to pupils. Consequently, pupils, too, can speak articulately about their learning. In lessons inspectors heard pupils quite spontaneously using words such as 'emotive', 'extremism' and 'empathise'.
- Teachers are extremely effective in matching work to the needs of pupils. They are careful to make sure that work appeals both to boys and girls. In a Year 6 lesson all pupils were eager to debate the rights and wrongs of wearing animal fur. Boys, in particular, also spoke enthusiastically about their written work on the 'Bermuda Triangle', an expanse of sea over which aeroplanes have mysteriously disappeared.
- The way teachers use questioning in lessons is exceptionally strong. They pose questions which cause pupils to think deeply. They give pupils time to consider before answering. Teachers question pupils in order to check what they do or do not understand. They also encourage pupils themselves to ask deep and searching questions rather than superficial ones that would only require a one-word answer.
- Teaching assistants and other adults provide high quality support for disabled pupils and those who have special educational needs. They support pupils in class, as well as in one-to-one and small-group activities nearby. They are exceptionally well informed about pupils' needs, and are energetic in offering support and challenging pupils to do their best.
- Teachers' marking is of a high quality in English and mathematics. Pupils are made very clear about how well they are doing and receive excellent advice about how to improve. Teachers are very careful to make sure that pupils act decisively on the advice they are given. This feedback is not always as consistently strong in other subjects, and pupils do not always respond so promptly to teachers' advice in these subjects.
- In the Early Years Foundation Stage, adults aim high from the outset and children are encouraged to be independent and inquisitive. Adults provide excellent opportunities for children to develop their social skills. Adults interact constantly with children, seeking every opportunity to develop their social, observational and language skills. Activities, both indoors and out, are purposeful and varied. They are carefully planned to promote different aspects of children's learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary. Pupils cooperate very well with each other and with adults. High levels of mutual respect and good humour are evident. Pupils are very polite. They have impeccable manners. The school is an inviting place where learning can take place unhindered. Attendance is above average.
- Pupils are immensely proud of their school and they develop confidence and self esteem as they serve, for example, as school councillors, young leaders or classroom monitors. They readily help people less fortunate than themselves through charity fund raising.

- Pupils are well aware of the different types of bullying, including internet bullying and the importance of e-safety. Pupils say confidently that they feel completely safe in school and that bullying is unknown. They and their parents express complete confidence in the staff to deal with such matters if they should arise.
- The school gives outstanding support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on outside agencies to do so. The inspectors saw telling examples of how such support has enabled pupils facing particularly distressing circumstances to play a full part in the life of the school and to make progress in line with other pupils.
- The school develops pupils' spiritual, moral, social and cultural understanding extremely well. They respond very well to opportunities to reflect on life and consider moral issues. They have a sound understanding of cultural diversity, and are being well prepared to take their places in modern, multicultural society. Opportunities for them to interact with people from diverse communities beyond the immediate locality are only at an early stage of development.

The leadership and management are outstanding

- The rigour with which the quality of teaching and pupils' progress are monitored means that pupils make outstanding progress throughout the school. Leaders and managers have a sharp focus on the school's strengths and weaknesses and are quick to remedy any underperformance. The senior leaders' extremely high expectations are enthusiastically shared by all staff.
- The performance of staff is monitored closely. All staff have personal targets and their training needs are addressed on an individual basis. Teachers' salary progression is carefully monitored, and promotion is only given when the impact on pupils' achievement indicates that this is fully deserved.
- The local authority, appropriately, only provides 'light-touch' support to this outstanding school, although staff and governors have benefited from the training it provides. The local authority uses the expertise of the headteacher and two other staff members to provide training and support for other schools.
- Pupils follow an extremely rich and innovative teaching programme which provides them with many opportunities for personal development. Special events such as a recent 'Pirate Day' are greatly enjoyed by all. The wide range of out-of-school activities includes sport, music, baking and gardening. Three residential visits during Years 4, 5 and 6 help pupils develop resilience and self confidence.
- The school engages exceptionally well with families. Parents speak highly of how approachable the staff are. Parent focus groups enable the school to understand parents' concerns. Parents value the detailed two-way journals which allow useful information to be shared between home and school. Responses to Parent View show that parents are overwhelmingly supportive of the school's work.
- Leaders make sure that there is no discrimination of any kind, so all pupils, regardless of background or need, have full access to everything the school offers.
- **The governance of the school:**
 - The governing body is highly effective in promoting the pupils' outstanding achievement. Governors are trained well and know how the school's performance compares with schools

nationally. They use this information well to question, challenge and hold senior leaders to account. Governors know where teaching is strong and understand the systems used to hold teachers to account for the quality of their work. They have high expectations and make sure that any underperformance is tackled and any pay rises are fully deserved and linked to pupils' achievement. Frequent visits into school, meetings with leaders and visits to lessons keep governors fully informed about the school's work. Governors know how finances, including the pupil premium, are used to close the gaps in achievement between different groups of pupils. Governors make sure that the school's arrangements for safeguarding children fully meet statutory requirements, that all adults who work with pupils are checked for suitability, and that all pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122612
Local authority	Nottinghamshire
Inspection number	413262

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Debbie Tinsley
Headteacher	Bob Hattersley
Date of previous school inspection	16 June 2009
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