

Inspection of Chuter Ede Primary School

Wolfit Avenue, Balderton, Newark, Nottinghamshire NG24 3PQ

Inspection dates: 19 and 20 November 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils look out for one another and get on well together. They play beautifully when making snowmen and snow angels. Pupils are happy and safe. They are rightfully proud of their school. They aim to live the school's values by 'valuing everyone and aiming for our best'. Pupils comment positively on the school's welcoming culture. They are nurtured to be understanding and respectful of difference. Equality and diversity are celebrated.

The school sets high expectations of pupils' behaviour and learning. Pupils conduct themselves well. They are polite and respectful. They learn well in many subjects. They take pride in their work.

The school successfully focuses on pupils' personal development. This is a real strength. Pastoral care is particularly strong. Pupils value the many opportunities provided. They have memorable experiences. For example, children in Reception were delighted as they fed visiting owls. Pupils know they are listened to. For example, the 'Chat Club' enables pupils to discuss and debate different aspects of the school's provision.

The vast majority of parents and carers are very positive about the school. Typically, a parent commented, 'A lovely nurturing school, my child is progressing very well and loves going to school.'

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

The school has developed a curriculum that is as broad and ambitious as the national curriculum. Many subjects, including English and mathematics, are carefully structured to build learning over time. In mathematics, pupils gain knowledge, deepen their understanding of mathematical concepts and apply their learning well. Pupils gain a depth of mathematical learning by the end of their time at the school.

Staff have good subject knowledge. The school mostly makes wise choices about activities that enable pupils to learn key knowledge and skills over time. However, there is inconsistency in the ways the school checks pupils' learning. Occasionally, misconceptions and errors in learning are not identified and addressed. Assessment is used well in English and mathematics to check pupils' learning over time. However, the school has not embedded effective approaches to check what pupils learn long term in other subjects.

The school meets the needs of pupils with special educational needs and/or disabilities (SEND) very well. Staff skilfully identify these pupils' needs. Staff adapt teaching effectively. These pupils learn the same curriculum as their peers. Many parents of pupils with SEND recognise the positive provision their children receive.

The school has prioritised reading. Pupils develop a love of books. Younger children are captivated and listen attentively during story time. Staff are trained to deliver phonics consistently. Books are effectively matched to sounds that pupils are learning. Pupils are assessed regularly. Additional phonics sessions are provided for pupils who need to catch

up with their peers. Pupils learn to read fluently. Year 1 and 2 pupils use their phonics knowledge to build their writing skills well.

Children settle quickly in Reception. Routines are well established. Children are very well cared for. They enjoy story and rhyme time. They get off to a good start with their reading. The school is mindful of children's personal, social and emotional development. Children typically play well together. Staff interactions with children are mostly purposeful. Children are supported well with their speaking and listening.

The school fosters positive conduct. Pupils' friendships are nurtured. Many pupils have positive attitudes and take pride in their work. The majority of pupils attend very well. The school has effective systems in place to challenge and support parents whose children do not attend as regularly as they should. Overall pupils' attendance has improved since the pandemic.

Pupils' personal development is good. The school has recently developed a coherent and well-thought-through personal, social, health and economic (PSHE) education curriculum. This new curriculum clearly sets out age-appropriate relationships and sex education learning, though these planned aspects are yet to be taught this school year. Pupils learn about healthy lifestyles, including healthy eating, sleep and exercise. They have opportunities to be aware of potential risks and how to be safe, for example, when online and when in the community. They learn about respecting differences and about equality. Pupils deepen their appreciation of right and wrong and develop cultural awareness. Pupils gain an understanding of the world of work. They are actively involved in the community. A range of trips enriches pupils' learning. Pupils are prepared well for life in Britain.

The school is united in its vision for all pupils to be successful. Governors fulfil their legal responsibilities. They know the school's strengths and priorities for improvement. They appropriately support and challenge the school.

Staff are overwhelmingly positive. They are proud to be part of the school. They value the strong team ethos. They appreciate that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to assessment is not consistently effective, particularly in foundation subjects. Consequently, the school does not have a secure understanding of how well pupils remember key content over time. The school must ensure that checks

on learning help pupils to learn and recall knowledge securely across the whole curriculum.

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	122612
Local authority	Nottinghamshire County Council
Inspection number	10347472
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	621
Appropriate authority	The governing body
Chair of governing body	Louise Howe
Headteacher	Bernadette Hunter
Website	www.chuterede.com
Dates of previous inspection	18 and 19 June 2013, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2019.
- The chair of governors took up their responsibility in September 2021.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders. The lead inspector met with local governing body representatives. He spoke with a local authority officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography, computing and music. For each deep dive, inspectors held discussions about the curriculum, visited sample lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors considered the curriculum and visited lessons in a range of other subjects, including English, art and design, religious education, PSHE and French.
- To review the effectiveness of safeguarding, inspectors: 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.
- Inspectors considered the views of parents who they spoke with as well as those who completed Ofsted Parent View and the free-text responses. Inspectors reviewed the responses to Ofsted's questionnaires for school staff and pupils.

Inspection team

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