



Chuter Ede Primary School

Inspection Report

Unique Reference Number 122612
LEA NOTTINGHAMSHIRE LEA
Inspection number 281304
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Mr. Raymond Jardine AI

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

Type of school	Primary	School address	Wolfit Avenue
School category	Community		NG24 3PQ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01636 683550
Number on roll	353	Fax number	01636 683650
Appropriate authority	The governing body	Chair of governors	Mrs. Debbie Tinsley
Date of previous inspection	4 October 1999	Headteacher	Mr. Bob Hattersley

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average primary school serves the village of Balderton and the surrounding area. The socio-economic circumstances of pupils' families are wide in range but overall they are broadly average. Almost all pupils are of White British heritage. A below average proportion of pupils have learning difficulties, including the proportion who have a Statement of Special Educational Need. Overall attainment on entry to the school is about average. The school has gained recognition for the quality of its work by gaining the Investor in People Award, Activemark for sports and physical education and Artsmark Silver Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Chuter Ede Primary is a good school that provides good value for money. Inspectors agree with the school's evaluation of its effectiveness. Indeed, there are some outstanding elements to the school's work. Not surprisingly, it is popular and highly regarded by its parents and the community it serves. Pupils achieve well at every stage in their education and consistently attain standards that are above those of other schools by Year 6. The key to the school's success is summed up by one parent who said, 'The whole atmosphere at Chuter Ede encourages hard work in a warm, friendly and respectful climate'. Children get off to a very good start at the school through a well-planned and stimulating Reception Year in which they make good progress. This good progress continues throughout the school. Pupils' standards in mathematics and science by Year 6 have been higher than in English particularly writing, in recent years. The school has been very successful in diagnosing and rectifying such relative weaknesses so that pupils now achieve equally well in all of these subjects. Teaching and learning are consistently good, particularly in English, mathematics and science. Pupils' progress is monitored thoroughly in these subjects but there is not sufficient assessment undertaken in other subjects, including information and communication technology (ICT), to guide teachers' planning. Pupils enjoy school very much. They feel safe and secure because they are well cared for. Provision for their spiritual, moral, social and cultural development is outstanding. Their excellent behaviour and relationships contribute much to their good academic progress. Pupils learn how to live healthily and to take responsibility. They take full advantage of the many extra-curricular activities and visits which enrich the curriculum. The headteacher's excellent leadership has united the staff in a continuous drive to improve standards throughout the school. The school is managed well by an effective senior management team and governing body. Self-evaluation is systematic and accurate but the role of some subject leaders in the school's cycle of monitoring and review is not sufficiently developed. The school is well-placed to improve further.

What the school should do to improve further

- Extend the school's monitoring of pupils' progress to encompass foundation subjects, particularly ICT, so that teachers can more precisely build on pupils' knowledge and skills in these subjects. - Develop further the role of some subject leaders in monitoring their areas of responsibility so that it becomes central and embedded in the school's review cycle.

Achievement and standards

Grade: 2

Pupils of all abilities make good progress and achieve well by the time they leave school. Standards in Year 6 national tests are above average. Well-targeted support and guidance are provided to those pupils with special educational needs. Children enter school in the term of their fifth birthday. Provision in their Reception Year, where

there has been considerable investment in additional resources since the last inspection, is good. Children make good progress, particularly those who join in the autumn term, most of whom meet or exceed the goals expected by the end of Reception. This good progress is sustained throughout Years 1 and 2 and, consequently, pupils attain above average standards in reading, writing and mathematics. Pupils' progress in Years 3 to 6 is consistently good in both mathematics and science and their standards are considerably above those of other schools. However, standards and pupils' progress in English lagged behind these subjects in both 2004 and 2005, although they were still satisfactory. The school missed some of its 2005 targets, notably that for its higher attaining pupils in English. Careful analysis of the principal causes of this underachievement identified weaknesses in writing as a key area for improvement. Much training for staff, the use of stepped targets for pupils and close monitoring of their progress in this key area have paid dividends. Standards of writing amongst older pupils are much improved this year and are as good as those in other core subjects. Overall, pupils are on track to achieve the challenging targets set for 2006. These are higher than those for 2005. There are also good standards in other subjects, particularly creative arts and music.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They are happy here, feel very secure and have very positive attitudes to their learning. A significant contributory factor is pupils' knowledge that they are valued and cared for as individuals. Attendance is above average. One Year 6 pupil said, 'The only thing that I don't like about the school is having to leave!'. The staff's high expectations of pupils are demonstrated by the many opportunities they give them to take responsibility; for example, through a variety of monitor duties and as members of the school council. Pupils value and respond positively to the plentiful rewards for good work and unselfish behaviour. Rules are made clear and are well observed by pupils, who show excellent social and moral development. They behave extremely well in lessons and at play, respecting each other and showing kindness and fairness to other pupils. Spiritual and cultural development is also strong with carefully thought-out activities and events which help pupils to understand the way others live and their beliefs. Involvement in fundraising events and public performances broaden this sense of responsibility for their own community and beyond. Pupils are developing a good understanding of how to live healthily and are promoting this; for example, through their involvement in the travel plan and a healthy tuck shop. They are very safety conscious. The school prepares them well for the next stages of their education and future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Stimulating contexts for lessons and careful planning for the range of pupils' needs are key reasons for pupils' good learning and progress in English, mathematics and science in particular. The impact of well-trained and effective learning support assistants and careful grouping of pupils ensures that appropriate levels of challenge and support are given and that a good pace is maintained. Learning aims are shared with pupils at the beginning of lessons and teachers are skilled at assessing progress towards them in a variety of ways. Improving the teaching of writing skills has been a major priority this year. One innovation has been the drive to encourage pupils to review their own work in relation to their targets, especially those for writing. This approach is proving very effective as pupils acquire these skills, but it now needs extending to other areas of their learning. Marking is very effective in guiding pupils and helping them to improve. Much is also done successfully to encourage parents to be involved in their children's learning. While teachers use their assessments effectively in English, mathematics and science, the process is not as well developed in some other subjects, including ICT, to help guide planning. This undermines teachers' efforts to ensure that all pupils are appropriately challenged in those subjects.

Curriculum and other activities

Grade: 2

The curriculum is thoughtfully planned and exciting to pupils. It is much enriched through the many visits, visitors and excellent range of extra-curricular activities and clubs. Residential visits in Years 5 and 6 help to build pupils' confidence, independence and self-esteem. Pupils as young as six experience a modern foreign language. Many learn to play a musical instrument, sing in the choir, participate in drama, play additional sports and take part in concerts for the local community. Through the Able Writers Workshop, pupils work alongside authors, poets, and pupils from other schools. Links with local sports clubs provide opportunities for talented pupils to excel. Curriculum provision is matched very well to pupils' needs in English and mathematics in particular. The school is working to extend links across the curriculum and to encourage more creativity, including through the improved use of ICT across the school. The recent 'Africa Week' project led to some outstanding work in literacy and the visual and performing arts.

Care, guidance and support

Grade: 2

The school's caring ethos is evident in the good quality of care it provides. Staff work hard to ensure that the pupils feel highly valued are well supported and that they always have someone to turn to if they are worried. Year 6 pupils stated that what

they will miss most of all about the school are the teachers whom they feel they have got to know as friends. In this environment pupils grow to be confident and happy individuals. Procedures to ensure pupils' health, safety and security, such as those for child protection, are thorough and well understood. The school's assessment procedures are effective in monitoring pupils' progress and identifying those at risk of underachieving, especially in English and mathematics. Regular reviews with teaching teams ensure that prompt and appropriate actions are taken; for example, through booster lessons for specific pupils. However, the school recognises that these good assessment practices need extending more fully to other subjects. Very effective use is made of external agencies to assess and plan for the needs of pupils who have learning difficulties and disabilities. Communications with parents, including information about their children's progress, are very well developed.

Leadership and management

Grade: 2

The school's deservedly high reputation in the community is founded on its welcoming and very encouraging climate within which pupils thrive. The headteacher is highly respected by staff, pupils and parents alike. There is close teamwork and a strong commitment to the school's continuous improvement as a result of the excellent leadership he provides and with the good support of the senior management team. The attention paid to pupils' care and personal and academic well-being reflects a strong commitment to ensuring that the school's mission, 'Valuing Everyone, Aiming for our Best', pervades its work. Systems for evaluating the school's performance are systematic and broadly based. Parents' and pupils' views are sought in a number of ways. Parents much appreciate the way the school involves them in its work and in their children's learning. Patterns in pupils' progress in English, mathematics and science, together with other monitoring information, are carefully analysed to guide the school's work. Consequently, the school accurately diagnoses its strengths and weaknesses and its improvement plan is very soundly based. The rapid improvements in standards of writing since 2005 bear testimony to the effectiveness of the school's management in this respect. Curriculum team leaders and some subject co-ordinators, such as those for English and mathematics, play a key role in the school's monitoring and review cycle. However, the roles of some other subject leaders, some of whom have joined in the last two years, need developing further to ensure that their work is also embedded in the school's cycle of monitoring and review. The governing body is effective in helping to shape the school's direction and in challenging its work. Governors are well informed and regularly visit to report on progress in school priorities. Finances are managed and deployed appropriately to ensure good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that we visited your school recently. We would like to thank you for the warm and courteous welcome that we received. As we spoke with many of you in lessons and in groups and the information you provided helped us to make some judgements about the quality of education that you receive. It is not surprising you are so proud of your school and enjoy school life so much. We think it is a good school where you make good progress and achieve high standards. Your excellent behaviour and your eagerness to learn were very impressive. Included below we have set out for you some of our main findings about your school. What is good about your school: - The teaching is good. Lessons are interesting, enjoyable and are planned well so that you acquire new knowledge and skills at a good rate. - You are making good progress, especially in important subjects such as English, mathematics and science. - The school does much to help you mature, take responsibility and live healthily. - The staff take good care of you so that you feel happy, safe and able to progress as well as you can. - The many clubs, visits and visitors to school help to enliven your learning and prepare you well for your future lives. - The school is very well led by your headteacher, and the staff and governors are constantly looking for ways to further improve your school. There are some things that could be even better. We have asked Mr Hattersley and the staff to extend their very good arrangements for assessing your progress in subjects such as English and mathematics to other subjects. Some staff can be even more involved in reviewing the school's work and Mr Hattersley agrees. You can play your part too, by extending your good skills in checking your progress towards your writing targets to other areas of your learning. With our best wishes for your future at Chuter Ede Primary School.