



# Chetwynd Road Primary School

Inspection Report

**Unique Reference Number** 122553  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292437  
**Inspection dates** 14–15 September 2006  
**Reporting inspector** Mr. Keith Edwards

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

<b>Type of school</b>	Primary	<b>School address</b>	Chetwynd Road
<b>School category</b>	Community		Toton, Toton
<b>Age range of pupils</b>	4–11		Nottingham, Nottinghamshire NG9 6FW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01159177353
<b>Number on roll (school)</b>	274	<b>Fax number</b>	01159177352
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr. Colin Fulford
		<b>Headteacher</b>	Mrs. A Gleave
<b>Date of previous school inspection</b>	18 June 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 14–15 September 2006	<b>Inspection number</b> 292437
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is above average size and serves the village of Toton on the outskirts of Nottingham. Most of the children live locally although an increasing number travel from further afield. The proportion of pupils who leave and join part way through the school year is much higher than average because the school provides the education for the children of families based at a local army camp. Almost all of the pupils are of White British heritage but a few come from homes where English is not the first language. Attainment on entry to the school is broadly average although there is a wide range of ability in each class. The range of socio-economic circumstances is broad but favourable for most families. The proportion of children entitled to free school meals and the proportion with learning difficulties and disabilities, including those with statements of special educational needs, is below average. The school has the Investor in People award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Chetwynd Road Primary School provides a satisfactory level of education for its pupils. The headteacher, in her twelfth year of office, has steered the school through a difficult period in the school's history, with significant staffing changes, and has retained the strong caring ethos. Care, guidance and support are satisfactory but the school provides a good level of pastoral care for its pupils. Their personal development is good and a real strength of the school. The school is particularly successful in managing the high level of pupils who join and leave part way through the school year and settle in new children well. The ethos and range of opportunities available to the pupils, strongly supports their personal development and means they enjoy school effectively. As a result, the pupils are very keen to come to school and their attendance rates are outstanding. Pupils effectively lead healthy lives and they take on safe lifestyles excellently. The school has the respect of the community that it serves and works well with other schools. The sound leadership team have resolved the key issues relating to the provision in information and communication technology (ICT), music and the Foundation Stage from the last inspection. The school's capacity for further improvement is satisfactory, as much depends on the appointment and retention of a new leadership team. The school has maintained its commitment to high quality in-service training for its staff and this has supported the quality of teaching and learning. The quality of teaching and learning is satisfactory. The teachers maintain good levels of discipline within the classrooms and use new technology well to support learning, but the use of assessment data to match the work set to different groups of pupils lacks rigour. Marking is not used consistently to inform the pupils about how to improve their work. These weaknesses are particularly evident in mathematics in Years 3 to 6 and have led to pockets of underachievement. Pupils' achievement is satisfactory and standards are above average by Year 6. Standards in science have shown the most improvement since the last inspection. Standards in English have remained constant whilst standards in mathematics have slipped. Current standards of work in Year 6 are above average. In the Foundation Stage, the provision and standards are satisfactory. In Years 1 and 2, standards are above average in reading, writing and mathematics because the teaching is thorough and the pupils benefit from strong home/school links. In Years 3 to 6, a key factor in supporting the pupils' progress is the quality of the curriculum. Pupils are benefiting particularly from the emphasis placed on the development of the pupils' skills. The pupils understand the relevance of gaining skills they will need when they are older and enjoy the hands-on approach which brings learning alive for them. This approach has enabled the pupils to succeed at science, a subject where results in national tests have risen year-on-year. The opportunities for the pupils to write on a range of themes in a variety of ways has ensured that standards in English have remained above average since the last inspection. In mathematics the pupils' progress has been hampered by a lack of rigour in the use of the school's assessment data. The school's view of itself is broadly accurate although the school's strategy for strengthening its effectiveness has been hampered by staff changes. The responsibility for subject leadership is not well developed. Greater rigour is required at all leadership levels in evaluating the pupils' learning experiences,

teaching and in raising expectations of the pupils' achievements year-on-year. The governors provide satisfactory support. Currently, the school provides satisfactory value for money and is continuing to improve.

### **What the school should do to improve further**

- Raise standards in mathematics in Years 3 to 6. - Use the school's assessment data more effectively when planning work for different groups of pupils. - Develop the role of the senior leadership team in evaluating the work of the school to improve the quality of teaching and learning.

## **Achievement and standards**

### **Grade: 3**

Inspection findings support the school's judgement that pupil's achievement is satisfactory. Currently, standards in English and science in Year 6 are above average. These are in line with this group's starting points and represent satisfactory progress. Standards in mathematics are average. The school has attempted to improve the pupils' performance in mathematics through a range of initiatives that have placed greater emphasis on the children applying their skills in problem solving. However, the school recognises that more could be done to raise achievement. Standards in ICT have been improved because of staff training and additional equipment. Pupils in the Reception class get off to a sound start and make satisfactory progress from a starting point that is in line with expectations. In Years 1 and 2 pupils make achievement is satisfactory and standards are above average.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree with the school's evaluation that pupils' personal development and well being are good. Pupils' behaviour is very good around the school and good in lessons. They report there is little bullying and trust the staff to deal with any that might occur. Pupils are courteous, polite and helpful. They understand the importance of leading a healthy lifestyle and describe why it is important to eat a balanced diet. The school has increased the amount of physical education pupils receive and pupils enjoy this. Pupils' spiritual, moral social and cultural development is good. They enjoy visits from representatives of different faiths and visits to religious settings. They care for each other and mix well. Pupils raise money for school equipment and charity and work very well in groups. Together with good literacy and ICT skills this helps them prepare for their future economic well being.

## Quality of provision

### Teaching and learning

#### Grade: 3

This is satisfactory throughout the school, with some teaching that is good. Planning of lessons is detailed and pupils understand the purpose of their lessons. However, sometimes the work given does not offer enough challenge to pupils and the pace is too slow. This results in pupils making less progress than they should in their learning. Relationships between teachers and pupils are good and help to promote positive attitudes to learning. Pupils particularly enjoy computer based learning and this is used well by teachers. Their work is marked up-to-date but does not consistently tell the pupils how to improve. The school has a system in place to assess the progress pupils are making but in the case of mathematics, it is not broken down into skills areas to enable teachers to see where there are gaps in their learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It is planned well with a satisfactory focus on promoting skills in literacy and numeracy. In the Foundation Stage, the children are excited by the extra learning experiences provided by the outdoor learning area particularly in their physical as well as their personal, social and emotional development. A strength of the curriculum is the many and varied links with businesses and educational partners which provide extra breadth to pupils' learning and offer a growing number of opportunities for them to learn through investigation and problem solving. Their learning is extended and enriched by well chosen visits, visiting speakers and a good programme of visits beyond the school day.

### Care, guidance and support

#### Grade: 3

The school provides satisfactory care, guidance and support. Pupils are very happy and secure here. Arrangements to ensure their safety and well-being are in place. Children starting school are able to settle to learning quickly because of very good arrangements which prepare them well. Parents believe any issues their children have are handled sensitively by the school so that they can settle to their learning. They feel involved in their children's learning throughout their time here. The good pastoral care provided by the school is not yet consistently matched by the quality of academic guidance that the pupils are given. Pupils with learning needs and disabilities are supported well by knowledgeable teaching assistants. The progress of other pupils, including those who are gifted and talented and those who are not doing as well as they are expected to, particularly in mathematics, is not reviewed often enough. Consequently, the pupils are not always set work with sufficient challenge and they lack clarity about what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

Inspection findings agree with the school's assessment that the leadership and management of the school are satisfactory. The school has a satisfactory capacity to improve in the future. The headteacher has remained steadfast in the face of staffing difficulties. The school now needs to develop the roles and responsibilities of the teaching staff to ensure their professional expertise is fully utilised in monitoring the work of the school. This is to ensure that the work set clearly matches the pupils' abilities and that the pupils achieve their best. The school's self-evaluation is sound and has brought about satisfactory progress since the last inspection. The curriculum for ICT and music is much improved and the school has resolved the issues regarding outdoor play area for the youngest children. Governors are committed to the work of the school and provide conscientious support. Their awareness of their responsibility to hold the school to account has grown but there is a need for the further development of their role as critical friends, particularly in terms of monitoring standards.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my visit to your beautiful school because everybody was so helpful and friendly. The team and I were very pleased to be able to work with you in the classrooms and watch you playing outside in the early autumn sunshine. We can understand why you enjoy your school so much and there are many things that make your school special. Here are some of them. - You clearly want to do your best to learn in lessons and are prepared to work hard. Well done! - Everybody understands the school rules and your behaviour is very good. - Everybody tries to be friendly, thoughtful and helpful. - All of the teachers want you all to enjoy school and to do well. - The school provides a good range of activities and visits to keep you interested. But, of course, as in all schools, there are still things that can be done to make your school even better. - Firstly, I know that you can do even better with your work, and I am asking your teachers to provide a little more information about what you need to be concentrating on to improve. - Although you are working hard, I believe you could do better with your mathematics. - Your senior teachers could study and evaluate the work of the school more effectively. Although there is work to be done to make your school even better, you must never forget that Mrs Gleave and the staff work very hard to help you to learn and you must remember to thank them. I would like to wish you all the very best for the future.