

Chuter Ede Primary School

Inspection report

Unique Reference Number	122612
Local Authority	Nottinghamshire
Inspection number	327763
Inspection date	16 June 2009
Reporting inspector	Lynne Blakelock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The local authority
Headteacher	Mr R M Hattersley
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wolfit Avenue Balderton Newark Nottinghamshire NG24 3PQ
Telephone number	01636 683550
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- The extent to which the school's assessment practices and procedures have developed since the last inspection and how integral and effective they are to pupils' learning and progress
- The impact of the school's strategies to raise boys' attainment in reading and writing at Key Stage 1 on the standards they reach
- How planning for community cohesion has broadened pupils' understanding of the diversity of the world in which we live.

Evidence was collected from: observing lessons and the quality of work produced, discussions with pupils, the headteacher, governors and staff who have specific responsibilities, and school documentation. Other aspects of the school's work were not investigated in as much detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This very large and over subscribed school serves the village of Balderton and the nearby Fernwood housing estate. Children enter the Early Years Foundation Stage in either September or January, in the term leading to their fifth birthday. Their levels of knowledge and skills are overall in line with age related expectations. A below average percentage of pupils are eligible for free school meals in the relatively advantaged area. A lower proportion has learning difficulties and/or disabilities or a statement of special educational needs. The vast majority of pupils are of White British origin and speak English as their first language. It is an extended school which has purpose built 52 place pre-school provision, managed by Balderton Pre-school an outside provider. The setting provides wrap around care for 50 weeks a year for children from the age of two to 12.

The school holds Investors in People status. It has been awarded the School Achievement Award and Active and Chartermark recognition for physical education (PE) and football. It has attained Artsmark Gold, the Healthy Schools Gold and the Bronze Eco awards. It is part of the Grove family of schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. A major strength is the very careful organisation of its work by the headteacher which has resulted in very effective systems and procedures that drive and sustain improvement. This contributes significantly to the school's excellent capacity to move further forward.

A wealth of opportunities out of lessons and in daily school routines have impacted excellently on pupils' outstanding personal development, including their adoption of healthy lifestyles. Very comprehensive activities and opportunities have encouraged their above average attendance and outstanding behaviour and justified the school's national recognition through numerous awards. Such activities have extended pupils' chances to become young leaders and to work in teams, strengthening and broadening their personal skills, whatever their level of ability. They illustrate the school's determination that every child matters in this inclusive school. So much ownership is given to the pupils, such as running the healthy tuck shop which was proposed by the influential school council. Pupils love competing in teams and testing their level of skills with those from other schools. On a daily basis, the trim trails and climbing frames, the gardening club, regular dance, drama and football activities for Year 1 at playtime, and healthy snacks and lunches, underline the school's imaginative and thorough commitment to pupils' health.

Pupils' happiness and great enthusiasm for school is encouraged by their sense of security. From the time that they join the Early Years Foundation Stage, they like the daily routines and understand and respond to the school's high expectations of them. Very appropriate rewards and sanctions are understood by pupils who enjoy nominating their peers for weekly awards. Their good overall spiritual, moral, social and cultural development is demonstrated by their respect and care for their classmates and for the wider community. Encouraged by regular fundraising for the charities of their choice and regular inclusion in the curriculum, they develop empathy for the lifestyles, beliefs and circumstances of others. It is another of the ways in which the school prepares pupils comprehensively for the next stage of their education.

The school feels a very safe place to pupils and the outstanding pastoral care and support includes careful and up-to-date procedures and practices to help ensure that they are kept safe. The wide range of partnerships includes excellent quality links with agencies to ensure focused support which is of great benefit to pupils with specific needs. The caring and nurturing of pupils is considered a particular strength by parents, who are overwhelmingly supportive about all other aspects of the education that their children receive. Pupils' overall care, guidance and support is outstanding because the school has improved and extended the quality of academic guidance provided. This includes focused support by teaching assistants for pupils who find aspects of learning difficult. Careful, relevant systems are in place to monitor, evaluate and support their progress. The quality of guidance for gifted and talented pupils is similarly effective in English and mathematics because monitoring of their progress is part of standard lesson evaluations. Pupils enjoy regular chances to assess their own work, which gives them far greater ownership of their learning, and together with targets, shows them how to move further forward. Marking gives regular advice on pupils' achievements and their next steps in learning.

The quality of teaching and learning is consistently good and often outstanding. Over time, along with detailed academic support, it leads to pupils' outstanding progress, with pupils of all abilities achieving excellently from their average starting points. At the end of Year 2, pupils'

standards are above average in reading, writing and mathematics. The percentage of boys reaching the higher levels in reading and writing skills by the end of Key Stage 1, which fell in 2008, has risen. This reflects the school's quick response to those results, supported by greater support and more boy friendly resources. Pupils' standards by the end of Year 6 have been well above average for the last five years. In 2009, inspection evidence and the school's tracking indicate that they have risen further in English, mathematics and science, with an above average percentage of pupils reaching the higher Level 5. Challenging targets continue to be met. Progress in information and communication technology (ICT) is good, aided by thorough assessment of pupils' levels of work.

Strengths of teaching are a clear structure to lessons, leading to the purpose of learning being very clear to pupils. Staff understand pupils' preferred learning styles and all lessons observed during the inspection had a brisk pace and a variety of activities. Pupils particularly enjoy problem solving activities which encourage independent learning as well as working cooperatively. Previous knowledge and skills are reinforced, thereby extending learning. Since the last inspection, increased provision of computers has extended ways of teaching and learning and added to pupils' enjoyment of lessons.

Pupils' enthusiasm for learning is strengthened by a good curriculum that is increasingly creative and varied, for example, the addition of horticulture as a regular activity. Pupils who find learning hard are provided for and supported well. Provision for pupils with specific gifts and talents is less well developed. The basis of all learning is literacy and numeracy but the curriculum is balanced. It is improving because of growing chances for pupils to learn across subjects which promote their personal development throughout. Pupils say how much they enjoy and learn from termly visits linked to their learning. They appreciate the wide ranging clubs and activities which are very popular, as seen during the inspection. The involvement in the schools' sports professional programme extends the variety of activities available to pupils. Although Key Stage 2 pupils learn French, such provision is not in place for the younger ones to broaden their learning.

The headteacher leads this lively and forward thinking school exceptionally well. His secure understanding of the needs of the school is based on his rigorous monitoring. It has led to the organisation of the staff into curriculum teams which are proving very effective in raising attainment levels of pupils further. Along with very well developed assessment practices, this is extending the impact of subject leaders' effectiveness. Staff share the headteacher's vision and are involved in decision making. A good programme for community cohesion, in school and the wider community ensures this is a regular focus. International links are being developed, with the school's well thought out partnership work prominent in the ability to move forward in this area. Governors' monitoring roles are another of the ways in which the school has developed considerably since the last inspection. Overseen very effectively by the chair, governors are able to plan confidently for the future and to challenge the school, based on their close knowledge of its work.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Excellent induction and welfare arrangements ensure that children settle very well and thrive in the warm, caring and supportive environment. They enter the Reception class with skills and abilities which are broadly average in most areas of learning except in reading, writing and number where, for some children, they are a little lower. Personal development and well-being are good. Children behave well. They develop into confident, happy young learners, eager to

try out new things. Teaching is good. Planning takes into account the needs and interests of the children. There is a good balance between activities where children discover things for themselves and those where they work with an adult. On occasions, there are too few opportunities planned for, to allow children to develop their skills in speaking in sentences and insufficient time is given for them to consider their responses. Nevertheless, children achieve well and make good progress in all areas of learning so that by the end of their time in Reception they reach the levels typically found in all areas of learning. Some children exceed these levels; in personal, social and emotional development the majority exceeds the expected levels. Good use is made of the outdoor accommodation. Leadership and management are good. Assessment procedures provide accurate information to support planning, extend children's learning and identify appropriate intervention strategies for children with learning difficulties and/or disabilities.

What the school should do to improve further

- Plan for and provide regular opportunities for children in the Early Years Foundation Stage to develop their ability to speak in sentences and to allow them time to consider their responses to questions.
- Ensure that pupils with specific skills and talents are provided with challenging tasks in lessons and broaden the provision offered outside of lesson times, such as through the family of schools.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 June 2009

Dear Pupils

Inspection of Chuter Ede Primary School, Newark, NG24 3PQ

Thank you for your helpfulness and politeness towards us when we inspected your school recently. We both enjoyed meeting you and finding out about what you learn there. Our time with you showed us that the school offers you many opportunities, all of which help to prepare you extremely well for the next stage in your education. We were particularly impressed with the focus on gardening and growing food and the connections with lessons. Your school provides an outstanding quality of education and this letter will tell you the main reasons why.

Your headteacher leads the school extremely well. He is very organised and this means that there are very thorough ways of checking how well you are learning and whether lessons and other activities offer you enough variety to give you the chance to learn everything that you need to. As a result of very careful planning and outstanding teaching, you make excellent progress, not only in the subjects that you learn but in how to treat others and how to work in teams and to be leaders. The wide range of after school activities, including many sporting clubs and events, are a popular part of school and a main reason why you and your parents think your school does a great job.

Your headteacher and his very hardworking staff are always trying to improve the school. We have made some suggestions to help everyone to keep moving forward. There needs to be more chances for those of you in the Early Years Foundation Stage to practise speaking in sentences and more time to think about what to say when you are answering questions. We also want there to be more carefully planned activities in lessons and out of school time to enable those of you who have a particular gift to reach your potential.

We hope that you will continue working hard and send you our best wishes for the future.

Lynne Blakelock

Lead inspector