

# Chetwynd Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	122553
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340170
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Kenneth Thomas

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Springhall
<b>Headteacher</b>	Graeme Robins
<b>Date of previous school inspection</b>	14 September 2006
<b>School address</b>	Chetwynd Road Toton Nottingham
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## Introduction

This inspection was carried out by four additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors spent the majority of their time observing pupils' learning. They observed 10 teachers as they visited 26 lessons or parts of lessons. In addition, they observed learning in four intervention groups where pupils received extra help to support their specific needs. Inspectors observed the school's work, and looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 105 parents, 53 pupils and 19 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current attainment and progress in relation to school targets, and the effectiveness of action taken to raise attainment in mathematics
- the impact of teaching and the use of assessment on pupils' progress
- the quality of care, guidance and support, with particular reference to children from Service families
- the effectiveness of the school's work in developing pupils' understanding of community cohesion.

## Information about the school

This above average size school serves the village of Toton on the outskirts of Nottingham. Most of the children live locally although an increasing number travel

- from further afield. Because about 25 per cent of the pupils are drawn from Service families based at a nearby army barracks, the proportion of pupils who leave and join part way through the school year is much higher than average. The very large majority of pupils are of White British heritage. A very small minority have other ethnic backgrounds, with those from a Chinese heritage being the largest group. Few pupils have English as an additional language. The proportion of pupils eligible for free school meals is below average as are the proportions of pupils with special educational needs and/or disabilities and with statements of special educational needs. Children in the Early Years Foundation Stage are of Reception age and taught in two Reception classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Chetwynd Road Primary School provides a good education for its pupils. Staff and governors work hard to provide an attractive, welcoming and encouraging learning environment. This is appreciated by the vast majority of parents. One comment, echoed by many, sums up their views: 'My child is extremely happy here and looks forward to going every day. First thing in the morning, you can see many children dashing in, excited about going to school'. This is a very harmonious community and pupils contribute much to it. They take responsibility readily, behave well and are respectful of their peers, adults and visitors. This reflects the school's ethos and values. Pupils learn to respect the customs and beliefs of others which makes a good contribution to the promotion of community cohesion. Pupils feel very safe. They say that they have a high level of trust in the adults in the school and know that someone will help them if the need arises. They greatly enjoy school life, as reflected in their excellent rates of attendance. Pupils have a good understanding of the importance of diet and fitness to their health. They take full advantage of the additional activities, sports and clubs provided.

Pupils achieve well because important aspects of provision have improved since the last inspection and are now at least good. Care, guidance and support are outstanding. Those facing barriers to their learning and pupils joining from other schools, the very large majority of whom are children from Service families, receive excellent support. As one parent wrote, 'As a Forces family, we have moved regularly and experienced several different schools. Chetwynd Road is the best school we have placed our children in'. Teaching and learning have improved since the last inspection and are now mostly good. This is having a positive effect on pupils' progress, particularly in Key Stage 2 where most of the consistently good teaching is seen and more rapid progress is made. As a result, from broadly average starting points, standards in English, mathematics and science at the end of Year 6 are significantly above average. In lessons where progress is slower, expectations of what pupils can achieve are not high enough and learning tasks are not well matched to pupils' age and attainment levels. The improved use of assessment information for tracking pupils' progress and providing additional support contributes to pupils' good progress. In many classes the marking of pupils' work provides clear guidance on the standard expected and what they must do in order to improve. However, this good practice is not consistent across year groups.

Children in the Early Years Foundation Stage settle quickly into the day-to-day life of school and make a satisfactory start to their education. They enjoy the good range of activities on offer, share toys and equipment well and cooperate with each other and adults. Staff use a range of methods to assess children as they learn and develop.

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However, these are not always used to ensure that children are suitably challenged in their learning. The organisation of the provision does not support the development of children's basic skills through purposeful play as well as adult-led activities sufficiently well. While significant improvements have been made to the outdoor area, the outdoor curriculum has not yet been developed fully enough to enable children to learn as much as they can when outdoors.

The headteacher, supported well by his deputy, staff and governors provides a clear sense of direction for improvement. Since taking up his post, the headteacher has injected new energy and introduced a range of well-considered strategies to support the drive for improvement. These strategies include the thorough and accurate evaluation of the work of the school, and closer and more regular monitoring of pupils' progress. The management structure has been revised and staff with coordinating roles given greater responsibility for leading improvement in their areas. The impact of these changes is seen in a more sharply focused approach to raising standards. The governing body is actively involved in monitoring the work of the school and effectively fulfils its role as a critical friend. In this positive climate the school has a good capacity to improve further and gives good value for money.

## What does the school need to do to improve further?

- Improve provision and outcomes in the Early Years Foundation Stage by
  - ensuring that learning activities offer sufficient challenge through the effective use of accurate daily assessments
  - strengthening opportunities for children to develop their skills in early reading, writing and number throughout all their learning experiences
  - developing the use of the outdoor area to support the development of children's skills across all areas of learning.
- Make all teaching and learning consistently good or better by
  - ensuring that expectations of what pupils can achieve are consistently high in all lessons
  - making full use of assessment information to plan learning activities that are appropriately challenging for all groups of pupils
  - ensuring marking is consistent in all classes, and that practice is extended so that pupils are provided with clear written guidance on their next steps in learning.

## Outcomes for individuals and groups of pupils

**2**

By the time pupils enter Year 1, the vast majority of them have achieved the early learning goals, and some have exceeded them. Pupils make good progress from this point and learn well in most lessons, particularly in Key Stage 2. For example, in a mixed Years 5 and 6 lesson, rapid progress was made as pupils responded to the high level of

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challenge as they investigated different ways of expressing mathematical probability. In some lessons in the Key Stage 1, and occasionally in Key Stage 2, pupils' progress slows because work is not always matched well enough to their differing needs. At these times, the more able, in particular, are not challenged enough. For example, in one mathematics lesson all pupils were doing the same work on multiplication, which some quicker learners clearly found too easy. Nevertheless, pupils' good overall progress, including the progress of those with English as an additional language and Service pupils, is reflected in their good achievement at the end of Year 6 where standards are significantly above average. Pupils with special educational needs and/or disabilities make good progress because they are supported well in lessons and in small groups. Pupils' love of school is clearly reflected in their good behaviour and high attendance. Excellent relationships are a feature of all aspects of school life. Pupils are proud of their school and are good ambassadors on their visits into the local and wider community. They are friendly and polite towards each other, staff and visitors, and leave school as mature and socially confident young people, well prepared for the next stage in their education. Pupils have a good understanding of what constitutes a healthy lifestyle. They know which foods are good for them and the effects of exercise on their body. They have a good awareness of how to stay safe and speak enthusiastically of their responsibilities, including being on the school council or acting as a playground buddy. Pupils report that instances of bullying are rare. Pupils' spiritual, moral and social development is good. They accept and respect each other's differences and have a developing understanding of people from other cultures, religions and backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>  <b>1</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching and learning have improved since the last inspection and are now good and occasionally outstanding. Common features of all lessons are the very good relationships between adults and pupils and pupils' consistently good behaviour. Many lessons have an appropriate pace which matches the pupils' ability to learn. Activities are often exciting. For example, in an engaging English lesson, stimulating role play led to good extended writing. Teachers encourage pupils to talk to a partner about their ideas and pupils enthusiastically exchange their views before sharing them with the rest of the class. Teaching assistants are used effectively to give individual support where necessary. In many lessons, good use is made of assessment information to plan appropriate tasks and promote independence in learning. Where this is not the case, pupils do not make as much progress as they could because activities are not always well matched to their learning needs.

The school offers a good curriculum that motivates pupils of all abilities and backgrounds to work hard and try their best. There is an appropriate focus on the development of literacy and numeracy. The curriculum is increasingly planned around topics that make meaningful links between subjects. This is particularly strong in the way pupils' speaking and listening, reading and writing skills are developed in all subjects. Pupils benefit from a good range of extra-curricular activities, including sport and the arts. These are well attended. Pupils in Key Stage 2 have the opportunity of experiencing residential visits. These enhance the development of pupils' confidence and self-esteem.

The care, guidance and support pupils receive are strengths of the school. The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are exceptionally well looked after and say that the school is a safe and secure place. Pupils are happy to go to staff with any concerns. All adults are very sensitive to pupils with specific needs and to the particular needs of children from Service families. Pupils learn from the example set by adults and even the very youngest children demonstrate sensitivity and care towards one another.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>  <b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

Effective leadership and management result in pupils making good academic progress. Challenging targets are set and generally achieved. The positive impact of school leadership is also seen in the successful drive for a rise in attainment in mathematics. The headteacher leads the staff extremely well and receives the full support of a competent governing body. The recently extended leadership team fulfil their roles effectively and are leading a determined drive for further improvement. Underpinning the successful action taken to tackle the areas for improvement identified in the last inspection is the robust and accurate evaluation of the work of the school. Of particular significance is the much improved use of pupils' performance information to set individual targets and to track each pupil's progress. Adults provide high standards of care and there are good systems for safeguarding pupils' welfare and safety. Governors contribute well to school self-evaluation and have a good awareness of the school's main strengths and areas where further improvement is needed. Staff work well with outside agencies, families and carers to support pupils' progress. They are increasingly successful in ensuring that all forms of inequality are tackled. The school makes a good contribution to promoting community cohesion based on a clear understanding of its religious, ethnic and socio-economic context.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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When they start in Reception, most children's skills are consistent with those usually found in children of their age. They make satisfactory progress and the great majority achieve the early learning goals expected of them by the end of the year. Some children exceed these goals, but some weaknesses in provision prevent more doing so. For example, opportunities to extend children's skills are sometimes missed because adults' use of questioning does not expand their thinking. Resources are not always stimulating enough, and use of the outdoor area is not always sufficiently focused on learning. Leadership and management are satisfactory rather than good. This is because staffing constraints do not allow the Early Years Foundation Stage coordinator to systematically monitor and evaluate the effectiveness of the provision to form a basis for planning and improvement. However, there are also some significant strengths in the provision. The setting provides good quality care which is much appreciated by parents. Close links with parents assist in the smooth transition of children into the class, and children are nurtured by staff and happy at school. The environment is generally stimulating and well resourced. The outdoor environment has improved considerably since the last inspection and children enjoy playing outside. As a result of these strengths, children make good progress in personal, social and emotional development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The overwhelming majority of parents express very positive views. All 13 questionnaire statements were almost unanimously approved or strongly approved. Parents and carers feel that their children greatly enjoy school, that they are safe and that they make good progress in learning. They believe that the school is well managed and that teaching is good. Typical of the many comments were, 'The school goes far beyond my expectations' and 'All staff are very helpful and approachable'. Inspection findings firmly endorse parents' positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chetwynd Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	55	45	43	1	1	0	0
The school keeps my child safe	74	70	30	29	0	0	0	0
The school informs me about my child's progress	64	61	39	37	0	0	0	0
My child is making enough progress at this school	61	58	40	38	1	1	1	1
The teaching is good at this school	60	57	43	41	1	1	0	0
The school helps me to support my child's learning	48	46	52	50	2	2	0	0
The school helps my child to have a healthy lifestyle	46	44	57	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	44	48	46	2	2	0	0
The school meets my child's particular needs	50	48	51	49	2	2	0	0
The school deals effectively with unacceptable behaviour	38	36	58	55	1	1	1	1
The school takes account of my suggestions and concerns	34	32	61	58	3	3	0	0
The school is led and managed effectively	60	57	41	39	1	1	0	0
Overall, I am happy with my child's experience at this school	57	54	46	44	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 March 2010

Dear Pupils

Inspection of Chetwynd Road Primary School, Nottingham, NG9 6FW

Following our visit to inspect your school, I am writing to tell you what we found. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all really helpful and polite, and it was good to hear how much you enjoy school and to see how much you appreciated the performance of the cheerleaders in assembly.

We agree with you and your parents that this is a good school and one that is helping you to do well. This is seen in the good progress that you make as you grow older and move through the school. Your good behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons why you are doing well. We have asked your teachers to help you to do even better by giving you more challenging work in some lessons, and more guidance when marking your work to let you know what you have to do to take the next steps in learning.

There is a really friendly and positive atmosphere in the school and you are looked after exceptionally well. Children in Reception are welcomed into a friendly learning environment. We have asked Reception staff to provide more opportunities for the children to practice and develop their skills and to make more use of the outdoor area for learning.

The curriculum is enriched by a good range of visits and after-school activities that broaden your experiences.

Your headteacher leads the school well and, together with staff and governors, makes sure that you make the most of your time at Chetwynd Road. We know you will help by continuing to work as hard as you can in lessons and by always trying to do your best. We hope you all continue to enjoy being at school.

Yours sincerely

Kenneth Thomas

Lead inspector

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