

Chaddlewood Primary School

Inspection report

Unique Reference Number	135144
Local Authority	Plymouth
Inspection number	329037
Inspection dates	9–10 December 2008
Reporting inspector	Chris Nye HMI

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)	359
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 governing body
Chair	Malcolm Halliday
Headteacher	Simon Mower
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hemerdon Heights Pymton Plymouth PL7 2EU
Telephone number	01752 337450
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Chaddlewood Primary School opened in September 2007 following the amalgamation of a junior and infant school which shared the same site. The junior school headteacher was appointed as headteacher of the new primary school and substantial building work has been undertaken to join the two schools and upgrade the administrative area and some classrooms. This has yet to be fully completed. The school is larger than average and most pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is below average. The school has two classes in each year group, including two in the Early Years Foundation Stage (EYFS). The school has achieved Investor in People and Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has achieved a great deal in the relatively short time that it has been open. This is because of the sensitive and energetic leadership of the headteacher, who has successfully united the staff of two separate schools. He has led them well to create a shared vision that has, at its core, the determination to provide high quality care and education for all its pupils. There are already strong indications that they are succeeding in achieving this, although they recognise that they are further ahead in some areas than in others.

The appointment of a very successful parent support adviser illustrates the school's commitment to creating close links with the community and parents greatly value the care and inclusion that is a strong feature of the school. One expressed the views of many with the comment that, 'You get a real sense that the staff really care about the children and our little community.' The school works well with local support services to ensure that the needs of pupils are well met.

Children make good progress in the EYFS. In Key Stages 1 and 2 this good progress is maintained and by the time they leave the school the proportion of pupils achieving the expected levels in English, mathematics and science is much more than normal, although last year the number achieving higher levels was not as many as expected. Teaching and learning are good and a particular strength is the very positive relationships between adults and pupils which, combined with an interesting and enriched curriculum, help to explain the outstanding attitudes of the pupils towards their learning. In some lessons, however, opportunities to assess pupils' understanding of what they are learning are missed.

Pupils' personal development and well-being are outstanding. Their behaviour is a particular strength and they really enjoy coming to school. They have an excellent awareness of how to keep safe and healthy. The good work of the school council demonstrates how responsible pupils are and the work of the peer mediators illustrates how well they care for each other.

The quality of care and pastoral support that the pupils benefit from is excellent, and underpins their outstanding personal development, but there are inconsistencies in the quality of academic guidance. Although whole-school targets are suitably challenging, in some classes individual pupils' targets are not made sufficiently clear to them. The marking of pupils' work is positive, but does not always make it clear what the pupils need to do to improve their work.

Leadership and management are good, with a developing strength being how well the whole staff work together to raise standards. Curriculum management is at an understandably early stage, so it is too soon to judge fully the impact of the work of subject leaders, except in English, where this is good. In the EYFS, although the provision is good overall, the outdoor learning environment is underdeveloped. Governors support the school well and strategic planning is good. The school evaluates itself well and, because it has achieved a great deal in a short time and has a clear understanding of its strengths and weaknesses, it has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for the youngest children is good. Children enter the school with abilities around those expected for their age, although some have weaker social, communication, language and literacy skills. Good induction procedures and links with the pre-school help the children to settle quickly and staff have developed very good relationships with parents, for example by

encouraging shared experiences such as looking after 'Barney Bear' at home. Staff show great care for the children and ensure that all their welfare needs are fully met. They ensure that the indoor learning environment is stimulating and, because teaching is good, children make good progress. Most achieve expected outcomes, although fewer did so in reading last year. Although the outdoor learning environment is adequate, it is not sufficiently stimulating and does not provide enough opportunities for children to explore or be physically active.

Children's personal development and well-being are outstanding and their behaviour excellent. They treat each other kindly and demonstrate very good levels of responsibility within the setting. They thoroughly enjoy coming to school, feel exceptionally safe and know who to go to if they are sad or hurt. The school recognises the need for leaders to monitor the provision and children's progress more robustly.

What the school should do to improve further

- Improve the EYFS outdoor learning environment so that it better supports children's development needs and provides better learning opportunities.
- Ensure greater consistency in marking and in how pupils engage in the target-setting process so that they all know what these are and how to achieve them.
- Ensure that the school's best practice in assessing pupils' understanding during lessons is common practice throughout the school.

Achievement and standards

Grade: 2

Pupils enter Key Stage 1 at broadly expected levels in writing and mathematics, although with slightly below average reading skills. Because of good teaching and a focus on phonics, pupils make good progress in reading and writing. In mathematics, many make better than expected progress. By the end of the key stage, most pupils achieve expected levels in reading, writing and mathematics. In Key Stage 2, most pupils make good progress in English, mathematics and science and more pupils than usual achieve the expected levels by the time they leave school at the end of Year 6. However, although the proportion of pupils achieving higher levels in English, mathematics and science is in line with national expectations, the school did not reach its own targets last year and it has put in place suitable strategies to address this.

Pupils with learning difficulties and/or disabilities, particularly those with speech and language difficulties, achieve well and make good progress relative to their starting points. This is because their needs are recognised early and they are skilfully supported, for example by communication and interaction groups.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils behave exceptionally well and demonstrate very positive attitudes towards their learning and each other. They like their teachers and greatly enjoy coming to school. As one pupil commented, 'Lessons are enjoyable and fun. It couldn't be better here.' Because of excellent welfare support, attendance has improved and is now well above average. Pupils understand really well the importance of keeping fit and healthy and enthusiastically take part in the very wide range of sporting activities offered to them. They feel well cared for and have an exceptionally good awareness of how to keep themselves safe. Rare incidents of bullying are swiftly and effectively resolved. The spiritual,

social and moral development of pupils is outstanding and cultural development is almost as good. They demonstrate excellent levels of responsibility and make a very positive contribution to the community. For example, a team of well-trained mediators have made a significant contribution to the calm and friendly atmosphere in the playground. Pupils develop good skills to prepare them for their future economic well-being, although opportunities to develop team-working skills are less frequent.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school and results in good learning. This is because relationships between adults and pupils are excellent and pupils display great enthusiasm for their learning. Lessons are well planned and teachers and teaching assistants have good subject knowledge. In the best lessons, teachers have high expectations, give clear explanations and ensure that activities clearly link theory to practice. For example, in one lesson clear links were made between measuring perimeter and how this would help a builder work out how much skirting board would be needed in a room. When teaching is enthusiastic and has pace, pupils make good progress. In less effective lessons, teachers spend too long talking and miss opportunities to assess pupils' ongoing progress and understanding. As a result, the teaching does not always match the needs of all the pupils and progress is slower. Classrooms are bright and exciting places in which to learn, and displays support the teaching well as well as celebrating pupils' successes in learning.

Curriculum and other activities

Grade: 2

Although the school is still developing some elements of the curriculum, all statutory requirements are in place. The school recognises that some aspects, such as the outside learning environment, have yet to be embedded but, overall, it is broad, well balanced and meets the needs of the pupils across the whole school. English is particularly strong with well-planned opportunities for writing and a clear rationale for teaching phonics throughout the school. A cohesive and carefully planned programme of off-site visits and enrichment activities ensures that pupils greatly enjoy their learning and are motivated to do well. Information and communication technology (ICT) supports the curriculum well and the provision for sport, art and music are particular strengths. For example, all Year 3 pupils learn the recorder and all Year 4 pupils learn the saxophone.

Care, guidance and support

Grade: 2

The pastoral care and support of pupils is an excellent aspect of the provision and is a significant factor in ensuring pupils' enthusiasm for learning and kindness towards each other. The warm and purposeful atmosphere of the school fully reflects its positive and inclusive ethos. The work of the parent support adviser is particularly valued by parents and pupils, for example through coordinating curriculum training sessions for parents to help with homework. All safeguarding procedures are in place and rigorously applied. The school has a range of effective intervention programmes to support pupils who have additional needs and those who are more able.

There is much good practice in guiding pupils on how to improve their work, but this is inconsistent across the school. Although targets are set, in some classes pupils do not always know what these are or how to achieve them. Pupils' written work is marked with positive and encouraging comments, but it is not always made clear what they need to do to improve their work. Pupils say that they would like more opportunities to talk to their teachers about their work and the marking.

Leadership and management

Grade: 2

The highly effective headteacher has established efficient leadership and management structures and systems that have responded very well to the challenges of establishing a successful new school. This is shown in the fact that the amalgamation of the two schools has been achieved without any drop in standards. Leaders and managers at all levels set a clear direction and are committed to improving the provision of care and education. Curriculum leaders have made a good start to ensuring high standards in their subjects across the school. However, although early indications are good, they recognise that it is too soon to judge the impact of all of their actions. Resources are well deployed and the running of the school during major building work has been very well managed. The school contributes well to community cohesion, particularly locally and globally, although the school recognises the need to help pupils develop a deeper understanding of contrasting communities within Britain. The school sets challenging targets, but these are not yet having a consistent impact on raising standards further across the school because pupils are not always engaged in the process of assessing their own progress towards achieving these. The school accurately assesses its own performance; with the involvement of a committed and effective governing body, it has devised a very well written improvement plan to address effectively the school's strategic priorities.

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?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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	1
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	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

■ 11 December 2008

Dear Pupils

Inspection of Chaddlewood Primary School, Plympton, PL7 2EU

Thank you for making us so welcome when we visited your school last week. We really enjoyed chatting to you and the grown-ups, looking at your work and sharing your lessons. We were very impressed with how well behaved, polite and caring you are. Well done!

I am sure that you are keen to hear what we found out about your school. We think that it is a good school and we can see how hard everyone has worked to make sure that the two old schools have united into one new and successful one. Here are some other things that we think are real strengths.

- You work very hard and are well taught so most of you make good progress and achieve well in English, mathematics and science.
- You are really well cared for and supported by the grown-ups. You feel safe and keep yourselves fit and healthy. We really like how you care for each other and think that the peer mediators do a splendid job.
- You are given lots of interesting things to do and learn, especially in English and music.
- The people who run the school do a good job, particularly in setting up all the things needed in a new school.

Even a good school can be better and we have asked your teachers to:

- improve the Early Years Foundation Stage outside area
- make sure that everyone knows their targets and how to achieve them
- make sure that your learning is always being assessed during lessons.

You can help by making sure that you know your targets and how to achieve them.

Thank you again for your help.

Yours faithfully

Chris Nye Her Majesty's Inspector