

Chase Terrace Primary School

Inspection report

Unique Reference Number	124207
Local Authority	Staffordshire
Inspection number	359607
Inspection dates	5–6 July 2011
Reporting inspector	Marion Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Diane Evans
Headteacher	Gordon McBurnie
Date of previous school inspection	23 January 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 32 lessons and parts of lessons, observing the work of 16 teachers. Informal discussions were held with a sample of parents and carers who accompanied their children to school. A telephone call took place with the Chair of the Governing Body and meetings were held with the chair of the finance committee, staff and groups of pupils. The inspection team observed the school's work, went on a learning walk focused on the curriculum, and looked at documentation. This included the school improvement plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and an audit undertaken by the school. Inspectors analysed the results of the 129 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors investigated the consistency of the progress pupils make across different aspects of mathematics, and how well they are taught.
- They also studied the progress made by the most-able pupils in English and mathematics.
- They explored whether the school had the capacity to sustain recent improvements in pupils' progress over the longer term.

Information about the school

This is a large primary school, where the vast majority of pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is broadly average. A private provider manages provision for children aged 3-5 and wrap-around care for children aged 3-11 on the school site, but this was not included in the inspection. The Nursery class is jointly run by the school and the private provider, under the direction of the governing body. The current headteacher took up post in January 2010, following two changes in leadership, including temporary leadership, since the previous inspection. There has been a relatively large turnover of teaching staff in recent years and a long-term absence. The school has gained Healthy School status and the International Schools Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education. Attainment has risen from low to broadly average over the last one and a half years, and pupils of all abilities are now making satisfactory progress. In many classes, especially for younger pupils, rapid progress is enabling pupils to make up lost ground. Behaviour has improved and pupils are increasingly engaged in their learning, particularly because teaching and assessment have improved and are now satisfactory. There is no unsatisfactory teaching and in many lessons well-planned, brisk teaching enables pupils to make good progress. However, more-able pupils do not always make as much progress as they should in English and mathematics because lessons occasionally lack challenge.

These improvements have been driven by the headteacher's strong focus on improving progress and raising attainment. He has won the wholehearted support of staff and of parents and carers, many of whom comment positively on recent improvements in their children's education. In addition, he has addressed major problems related to staffing, the school budget and governance through good planning, based on thorough evaluation and followed by decisive, and sometimes painful, action. The budget is now in balance and the governing body provides the school with a satisfactory level of support and challenge. Good safeguarding systems ensure that pupils are kept safe and secure. In addition, senior and middle leaders are rapidly developing the skills they need to monitor, evaluate and lead developments in the areas for which they have responsibility. The staff work as a committed team, learning from each other. They have also made the best use of the substantial support provided by the local authority. These positive changes demonstrate that the school has satisfactory capacity to sustain improvement.

Care, support and guidance are satisfactory overall, but the support provided for pupils who are in potentially vulnerable situations and transition arrangements into school and on to the secondary school are good. Good care in these areas enables pupils to settle happily and build confidence. Pupils are also helped to develop a good awareness of how to live a healthy lifestyle. They demonstrate this by the healthy choices they make about the food they eat in school and their enjoyment of exercise. They also run a popular healthy eating tuck shop.

Despite all the improvements too many pupils, especially in the older age groups, still experience problems with punctuation and spelling. Pupils find using mathematical operations increasingly easy, but using this knowledge to solve problems remains difficult in classes where there are insufficient opportunities to do so, or when prompting is not skilful. While an increasing number of lessons are good, in too many satisfactory lessons teachers' planning does not take full account of the range of pupils' needs. Also, teachers occasionally do not recognise quickly enough that pupils need further support or challenge. Marking does not consistently provide pupils with advice on how to improve

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their work, or the time to act on advice. Pupils are occasionally allowed to work at a steady rather than a brisk pace.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may

- receive a monitoring visit by an Ofsted inspector before their next section 5
- inspection.

What does the school need to do to improve further?

- By July 2012, accelerate progress in English and mathematics so that it is consistently good, by ensuring that:
 - punctuation and spelling are consistently secure, especially for older pupils
 - pupils have frequent opportunities to solve mathematical problems
 - prompting during mathematical investigations is skilful and helps pupils to develop their thinking.
- By July 2012, improve teaching so that it is consistently good, ensuring that:
 - work is planned carefully to meet the wide range of pupils' learning needs, especially for the most able
 - teaching staff consistently recognise when pupils need further support or challenge during lessons
 - lessons are consistently conducted at a good pace
 - marking always provides clear advice to pupils on how to improve their work
 - teaching staff provide time for pupils to follow up the advice given through marking.

Outcomes for individuals and groups of pupils

3

Pupils enjoy lessons where they are active and have opportunities for independent work, with sensitive support when needed. In these lessons they show persistence and a sense of purpose in solving problems, even when they find them difficult. For example, Year 2 pupils enjoyed finding out whether a range of challenging division problems had been solved correctly, putting them into 'deal' and 'no deal' boxes when they had made their decisions. When questioned they enjoyed explaining and justifying their decisions, and were confident enough to learn from their mistakes.

Pupils enter the Early Years Foundation Stage with skills that are below the levels expected for their age in communication, especially writing, personal development and mathematics. They make satisfactory progress in English throughout the school. In a good number of lessons, especially when writing is prepared well through discussion, progress is good. However, sentence structure and punctuation, whilst improving, are not always secure. This is especially the case for older pupils, who have more catching up to do. Attainment and progress have improved significantly in mathematics over the last year. Year 5, for example, showed that they have a strong grasp of concepts such as shape and space, weight and measurement. Pupils find applying their mathematical knowledge more difficult, but enjoy it when supported well.

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Too few of the most-able pupils reach the higher levels in English and mathematics, because there is a lot of ground to make up, especially for older pupils, and occasionally work is not sufficiently challenging for them. Pupils with special educational needs and/or disabilities progress in line with their peers. Their needs are satisfactorily met, often through sound support from teaching assistants or through small group work. The behaviour of pupils with social, emotional and behavioural difficulties is generally managed well, so that they are enabled to make satisfactory progress in their learning.

Pupils make a satisfactory contribution to the school and wider community through, for example, acting as house captains and raising money for charity. However, they have limited opportunities for decision making. Most pupils behave well, act safely and attend regularly. They recognise that behaviour is improving, but it is sometimes boisterous in the playground and younger pupils occasionally feel a little intimidated by football games in what is quite a small space. Pupils know right from wrong and are able to reflect on their feelings during assembly. As yet, opportunities to engage with pupils from different faiths and cultures in the United Kingdom are limited. Pupils' average skills in literacy and numeracy and regular attendance provide a satisfactory basis for later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons are characterised by good relationships which motivate pupils to learn, and clear explanations so that pupils understand new work quickly. A successful lesson for older

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pupils, based on estimating the postage of a variety of parcels, packages and letters, demonstrated many of the features typical of good teaching in this school. The lesson was well planned to provide a good level of challenge for pupils of all abilities, including the most able. Ongoing assessment was used well to identify when pupils needed further intervention, prompting or just to think again. There were lots of opportunities for pupils to learn independently and to check their own conclusions. The pace of learning was brisk. These positive features are not yet consistently present in all lessons. Marking frequently tells pupils clearly what they have achieved. The best marking explains what pupils need to do next in clear and simple terms and allows pupils time to follow this up. This, too, is inconsistent across the school.

The curriculum has a satisfactory impact on advancing pupils' learning and their personal development and well-being. A curriculum review is well underway to provide more creative learning experiences. Satisfactory enrichment activities include residential experiences in Years 3 and 4, and a range of extra-curricular experiences. The school now provides enough opportunities for scientific investigation and for pupils to use information and communication technology across the curriculum. Both were identified as areas for improvement in the previous inspection report. Occasionally insufficient opportunities are provided for mathematical investigations.

The school provides good support for pupils who are in circumstances that make them potentially vulnerable, helping them to overcome barriers to learning. Support for pupils with special educational needs and/or disabilities, including links with external agencies, is satisfactory and enables these pupils to make steady progress. Systems to promote regular attendance ensure that it is broadly average. Behaviour management systems have been reviewed and now operate more consistently. Pupils indicate that they feel the 'red card' system operates fairly.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has embedded ambition and raised expectations through setting challenging but achievable targets for pupils. Planning is detailed and is based on an accurate analysis of the work of the school. Pupils' progress is now monitored more closely and their views on teaching and learning are regularly sought and acted on. Staff and the governing body provide enthusiastic support. Both groups are developing their skills in monitoring and evaluation so they can perform their roles more effectively. Teaching and learning are improving because of skilful external coaching, enhanced by satisfactory and improving support from middle and senior leaders within the school.

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Safeguarding is good. Arrangements for child protection, including training, are good and are regularly evaluated to ensure that they are working well. The governing body ensures that safeguarding policies are of good quality and oversees their implementation carefully. The effective nature of the school's communication with parents and carers is reflected in the strong endorsement they give the school.

The promotion of equal opportunities is satisfactory. The achievement of pupils of all abilities is satisfactory and they treat each other with courtesy. Discrimination is tackled seriously and effectively on the rare occasions when it occurs. The school's contribution to community cohesion is satisfactory. Support for some members of the local community, for example parents and carers who study for qualifications in literacy and numeracy alongside their children, is good. Early links are being formed with schools in Ghana and Egypt. Pupils' understanding of the cultural diversity of the United Kingdom is not as well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress across all the areas of learning, but especially in their communication skills and personal development. They take responsibility for small tasks and select activities for learning, sharing well and acting safely. They settle happily because adults, and especially their key workers, take good care of them. They reach broadly average standards by the time they go into Year 1. The environment is welcoming and stimulating, especially the well-equipped and safe outdoor area, where children play confidently. Planning is detailed and thorough. It is based on close observations of children's progress. Teaching is skilful, especially the teaching of phonics, which is leading to improvements in reading and writing, and adults are deployed effectively. There is a good balance of activities initiated by children and those planned by the teacher.

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Relationships with parents and carers are close and productive. Parents enjoyed reading their children's hopes and aspirations which were hung on a tree in the playground. However, the school does not always do enough to promote children's reading at home. The provision is led well by a knowledgeable expert, supported well by a motivated team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A below-average proportion of parents and carers responded to the questionnaire. They were largely very supportive of the work of the school, especially in their comments about how their children enjoy school and are kept safe. A small number expressed concern about the way in which unacceptable behaviour is dealt with. Inspectors looked into this area and found that behaviour was satisfactory. Pupils felt that behaviour was improving and that the system to deal with unacceptable behaviour was fair.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase Terrace 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	50	59	46	3	2	2	2
The school keeps my child safe	72	56	55	43	0	0	1	1
My school informs me about my child's progress	53	41	64	50	5	4	3	2
My child is making enough progress at this school	55	43	63	49	3	2	3	2
The teaching is good at this school	60	47	63	49	2	2	2	2
The school helps me to support my child's learning	54	42	63	49	6	5	3	2
The school helps my child to have a healthy lifestyle	54	42	68	53	5	4	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)	51	40	66	51	4	3	2	2
The school meets my child's particular needs	54	42	62	48	5	4	2	2
The school deals effectively with unacceptable behaviour	48	37	63	49	11	9	4	3
The school takes account of my suggestions and concerns	44	34	70	54	7	5	3	2
The school is led and managed effectively	61	47	56	43	2	2	2	2
Overall, I am happy with my child's experience at this school	68	53	54	42	3	2	3	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 July 2011

Dear Pupils

Inspection of Chase Terrace Primary School, Burntwood, WS7 1AH

Thank you for welcoming us so warmly when we visited your school. You told us a

- lot about the school and this helped us to make our judgements. It is a satisfactory school where many recent improvements have helped you to make faster progress. You get off to a good start in the well-led Early Years Foundation Stage because staff take good care of you and form good links with your parents and carers, and teaching and the curriculum are good.

You now make satisfactory progress in Years 1 to 6. In many lessons you are now making good progress and catching up on lost ground. This is because teaching is improving and more and more of it is good. As a result you behave better and are more interested in your learning. Keep it up. The school keeps a careful eye on you to make sure you are safe and secure. You told us that you know a lot about keeping fit and healthy and showed us that it was true by your sensible eating habits and enjoyment of sports and other activities.

The headteacher, governing body and staff are very determined that the school continues to improve. We want the school to continue to improve as well. We have asked staff to help you to improve your writing by making sure that your spelling and punctuation improve, especially for the older pupils. Your mathematics skills can be better by providing more opportunities for you to solve problems and do investigations, and by giving you clear guidance on how to improve them. We would like staff to make sure that work always presents all of you with a good level of challenge, especially those of you who find learning easy, and to conduct lessons at a good pace. We have also asked teachers to watch your progress in lessons carefully, so that they pick up quickly when the work is too hard or too easy for you. We would like teaching staff to give you clear advice on how to improve your work when they mark it, and to give you time to follow this advice. You can help by making sure you read advice carefully and try to apply it.

Yours sincerely

Marion Thompson

Lead inspector

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