

# Chase View Community Primary School

Hillary Crest, Rugeley, WS15 1NE

**Inspection dates** 10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led and managed.
- The headteacher is an effective leader. He has successfully led work to improve the school following the previous inspection.
- Pupils' progress in all age groups has improved over the past two years. This has resulted in above-average standards. Leaders, managers and governors ensure that teaching and learning are good in all classes.
- Teachers have high expectations of pupils and teach lessons that help them to learn well.
- Pupils' behaviour is good. This contributes strongly to good learning in lessons.
- Pupils receive a good variety of exciting additional activities and experiences throughout the year. These include visits, residential stays and visitors to school.
- Children make a good start in the Early Years Foundation Stage because of good teaching and the high quality of care.
- The school accurately evaluates how well it is doing and what needs to be done next to improve.

### It is not yet an outstanding school because

- Teachers do not always ensure that pupils of different ages and abilities have sufficiently demanding work. This means that some pupils could make more progress.
- Staff with responsibility for some subject areas are not involved enough in improving teaching and achievement in their subjects. Consequently, they are not always good enough.

## Information about this inspection

- The inspector observed 10 lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with the Chair and Vice-Chair of the Governing Body, members of staff with curricular responsibility, a representative of the local authority and groups of pupils.
- There were no responses to the online questionnaire (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Clive Lewis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most other primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- An above-average proportion of pupils join the school at other than the normal time, mid-year and mid-key stage.
- Pupils are organised in single year group classes in the Early Years Foundation Stage and in Key Stage 1, and in mixed-aged classes in Key Stage 2.
- The proportion of pupils from minority ethnic groups is well below average and only a very small proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above the national average, and particularly high in some year groups. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching to the level of the best by ensuring teachers consistently provide suitably demanding work for all pupils in the mixed-aged classes.
- Develop the roles of subject leaders by ensuring that they are supported to take a more active role in improving pupils' attainment and progress.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry to the school in the Nursery class is well below that typically found for this age group.
- Throughout the school, good teaching leads to good progress. Children get off to a good start in the Early Years Foundation Stage. They make good progress in all the areas of learning, although their skills are below expectations for their age when they enter Key Stage 1.
- Pupils across the range of year groups and abilities achieve well. Work in pupils' books and the quality of learning in lessons observed confirm good progress. Achievement is not yet outstanding because in a small minority of lessons, teachers do not make sure that the work they set always helps all pupils to learn as much as possible.
- In recent years, the school's results in the Year 6 national tests have been broadly average. However, the most recent results in 2012 were above the national average. School data and pupils' work seen during the inspection confirm that in the current Year 6, attainment is again above average.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, and they take small but progressive steps in learning.
- The large proportion of pupils eligible for the pupil premium make equally good progress as others. This is due to the good use of the money received to provide additional support. Pupils who join the school during the year, or in different year groups, benefit from good individual support so they quickly catch up with their classmates. Pupils from minority ethnic heritages and for whom English is an additional language make equally good progress.
- Pupils make good progress in developing reading skills. This starts by teaching the younger pupils to read by linking letters to the sounds they make. The teaching of reading continues throughout all age groups, and the older pupils read fluently and with good understanding of their texts.

### The quality of teaching is good

- Consistently good teaching enables pupils of all abilities and backgrounds to learn successfully, make good progress and achieve well. Teaching in a few individual lessons observed was outstanding which led to particularly good learning. In one such Years 5 and 6 literacy lesson, pupils were editing their writing based on their study of 'Carrie's War'. The teacher set a very good pace, changing activities frequently and using questioning skilfully to gauge and guide pupils' learning. This motivated and inspired pupils very effectively so that behaviour, enjoyment and learning were outstanding throughout.
- Lessons are well planned with clear learning goals that are always shared with pupils. Good use is made of resources, including technology, to motivate pupils and enhance their learning. Marking in the core subjects of English and mathematics is regular and typically gives good guidance about how to improve.
- Strategies for managing pupils' behaviour are very effective so that lessons are calm and

purposeful. Pupils work hard without the need for constant adult intervention.

- Careful questioning directed at individuals' particular level draws out pupils' ideas and develops their thinking and reasoning skills effectively. Pupils are frequently asked to share and explain their thinking to others. This develops their speaking and listening skills, and promotes their confidence and respect for the views of others.
- Teachers use the school curriculum effectively to plan lessons and subjects with imaginative activities that excite and interest pupils. Good links are made to other curriculum subjects and to previous learning. This promotes pupils' confidence and enjoyment in learning, as well as their spiritual and cultural development.
- Teachers throughout the school have a clear focus on teaching pupils to read by the use of phonics (linking letters to the sounds they make). Daily phonics sessions and regular reading activities for all age groups further support the development of pupils' reading skills.
- Teaching is not yet outstanding overall. In most cases, pupils who need extra help are supported well and those who find learning easy are given more demanding tasks. However, in a small minority of lessons, pupils of widely varying age and ability spent too much time working on the same activity. In these lessons, not enough demands are made on the more-able pupils in particular.
- Each pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Regular meetings on pupils' progress are held to discuss the information gained. These ensure that teachers have a good understanding of how well pupils are doing and the action they should take to support and help them to reach their challenging personal learning targets. This very effective system underpins pupils' good progress.

### **The behaviour and safety of pupils** are good

- Behaviour is typically good, both in lessons and around the school. It is a major factor in the good progress pupils make in lessons. The school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with effectively and promptly.
- Pupils say learning is fun and they are enthusiastic about their education. They have a firm understanding of bullying of all types, including bullying that might be encountered through internet sites. Pupils say they enjoy coming to school although their attendance, despite improving significantly, is average. Year 6 pupils said that they will be sorry to leave the school in the summer.
- Pupils understand the need for healthy lifestyles and exercise. They have a good understanding of how to keep safe, and say they are confident that any issues they raise with the school will be dealt with promptly. Pupils have a good range of opportunities to contribute to the school and wider communities. Through the school council, pupils demonstrate their pride in the school community and take their responsibilities very seriously.

### **The leadership and management** are good

- The headteacher, who took up post shortly after the previous inspection, provides strong leadership. Staff are well motivated and demonstrate a shared sense of responsibility and commitment to improving the school. Issues from the previous inspection have been tackled

successfully and school self-evaluation has identified appropriate areas for further development.

- Strategies to improve the quality of teaching have proved successful. Senior leaders are working to improve it further. Good practice has been shared and there is now a good level of consistency in curriculum planning. All teachers are involved in the termly procedure to check on and track individual pupils' progress in reading, writing and mathematics. Consequently, they know how well pupils are doing and how to support individuals further.
- Staff with responsibility for English and mathematics are closely involved in checking standards in their areas. Successful initiatives such as supporting writing and whole-school participation in a daily online mathematics scheme have been introduced as a result. However, leaders for other subjects are not yet sufficiently involved in analysing pupils' progress data and observing teaching in their subject, in order to improve standards. Achievement in these subjects, therefore, could be improved.
- The good curriculum ensures pupils have a suitable balance of interesting activities. The recent strong and successful focus on supporting literacy and numeracy across all subjects, integrated with the imaginative curriculum, has had a positive impact on pupils' progress, enthusiasm and ability to work and learn on their own.
- Pupils' spiritual, moral, social and cultural development is good. They are curious about the world around them and enthusiastically embrace new experiences which broaden their understanding, such as regular visits to places linked with current school topics. Pupils particularly enjoy the wide range of after-school sports and the very well attended and hectic before-school 'dodge-ball' activity.
- The school provides outstanding pastoral care for all its pupils. The small size of the school ensures that all pupils and families are known very well by staff. All pupils and families are equally welcomed, and the school works very hard to develop good relationships with parents.
- The school makes very effective use of the money derived from the pupil premium to reduce the size of classes and support frequent small-group and one-to-one work. This helps eligible pupils to achieve as well as their friends. It also demonstrates the school's commitment to equal opportunities for learning and to the eradication of any unintentional discrimination.
- Local authority support has been helpful to the school. For example, the local authority supported the school in improving the quality of teaching through joint lesson observations and by suggesting strategies to improve the quality of boys' writing.
- **The governance of the school:**
  - provides strong support and challenge for leaders and managers to ensure the school improves and moves forwards
  - ensures that policies are regularly reviewed and that safeguarding requirements are fully met
  - plays an active part in the school, regularly observing lessons and meeting with subject leaders to gain first-hand knowledge about the school's work
  - is a fully active partner in the school's self-evaluation, monitoring and improvement planning processes.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134666
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	402619

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

<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>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jill Probert
<b>Headteacher</b>	Andrew Minott
<b>Date of previous school inspection</b>	12 May 2010
<b>Telephone number</b>	01889 256125
<b>Fax number</b>	01889 256126
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