



# Chadsmead Primary School

## Inspection Report

**Unique Reference Number** 124100  
**LEA** Staffordshire  
**Inspection number** 281633  
**Inspection dates** 30 January 2006 to 31 January 2006  
**Reporting inspector** Susan Walsh AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Friday Acre
<b>School category</b>	Community		Lichfield
<b>Age range of pupils</b>	3 to 11		Staffordshire WS13 7HJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01543 510600
<b>Number on roll</b>	323	<b>Fax number</b>	01543 510605
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Cole
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mr Lester Davies

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 30 January 2006 - 31 January 2006	<b>Inspection number</b> 281633
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

This is a larger than average primary school, with a nursery class. The school serves the Chadsmead and Curborough areas of Lichfield. Pupils come from a mixture of social backgrounds. The proportion of pupils known to be eligible for free school meals is above the national average. Very few pupils are from minority ethnic heritage groups. Although the proportion of pupils with learning difficulties or disabilities is below the national average, the proportion who have a statement of special needs is higher than average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school is right to believe that it provides a good quality education with particular strengths in pupils' personal development, curriculum enrichment and care for pupils' personal well-being. Pupils get off to a good start in the Foundation Stage where the good curriculum, combined with good teaching, ensures that children make good progress. In Years 1 and 2, progress is satisfactory and improves through Years 3 to 6, resulting in above average standards by Year 6. Achievement is good overall and reflecting the good quality teaching but it is only satisfactory in Years 1 and 2. Pupils with additional learning needs achieve well but higher-attaining pupils are not always sufficiently challenged particularly in Years 1 and 2, which hampers achievement. Care, guidance and support for pupils is good; pupils are very well looked after. Personal development is outstanding. Pupils very much enjoy coming to school. The curriculum is good, and curriculum enrichment is outstanding especially provision for creativity. This contributes very well to pupils' personal and academic development. Parents and pupils think well of the school. The school is led and managed well by the headteacher who is supported effectively by governors. However, limitations in the monitoring of teaching restrict the effectiveness of other senior members of staff. The school has made significant improvements to the Foundation Stage and provision for pupils with learning difficulties or disabilities since the previous inspection. The school has the capacity to make further improvements and it gives good value for money.

### **What the school should do to improve further**

- Improve how teaching and learning are evaluated by providing more opportunities for staff with extra responsibilities to be involved in monitoring.
- Improve how well pupils achieve in Years 1 and 2 by developing the level of challenge for those who are potentially higher attainers.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and the standards they reach are above average. Pupils enter the school with below average attainment but by the end of Year 6, standards are above the national average. When children start school, they have fewer communication and social skills than expected for their age and this is poor for a significant minority. Children make good progress in the Foundation Stage because strong teaching ensures that children improve their proficiency in language and literacy and develop appropriate social skills. Most pupils reach average standards by the time they enter Year 1. In Years 1 and 2, pupils make satisfactory progress. Although pupils achieved satisfactorily in reading, writing and mathematics, too few reached the higher levels in the last national tests. In lessons there is some lack of challenge for higher attainers. The school now has a deliberate policy to implement teacher assessments rather than tests at Year 2 which has resulted in a dip in standards at the higher levels, but there is now a more realistic assessment of pupil's abilities. Although pupils have

reached above average standards in Year 6 in previous years, standards have dipped more recently and the concentration on raising standards in literacy is proving to be successful, particularly in Years 3 to 6. Pupils are meeting more challenging targets in English and mathematics, particularly in Year 6. Progress in Years 3 to 6 is now good. Carefully targeted support has ensured that pupils with learning difficulties or disabilities make good progress in lessons.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. The provision for creative development results in pupils developing a strong appreciation of the world they live in and an enhanced understanding of their own and other cultures. Pupils have a strong awareness of right and wrong; they develop tolerance and understanding. As a result of outstanding social development, pupils are polite and courteous; their behaviour is excellent. Pupils are keen to take on responsibility. They are sensible and trustworthy and make a good contribution to the community. Pupils feel very safe in school; concerns about bullying are rare. Relationships between pupils and staff are outstanding and help pupils develop maturity and confidence. Pupils enjoy coming to school and they join in their lessons and many other activities with enthusiasm. Pupils are very proud of their school and are keen to show visitors the exciting activities that they record on the school website. Pupils attend school regularly. Pupils readily explain what constitutes a healthy diet, and they recognise the importance of physical activity. They know what they should do to keep safe. Pupils' mature attitudes and regular attendance and proficiency in using information and communication technology, combined with good standards of literacy and numeracy, ensure that they are well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teaching is good in the Foundation Stage and Years 3 to 6 and is satisfactory, with some good features, in Years 1 and 2. As a result of good teaching, pupils respond with enjoyment and make good progress in developing the skills needed for future learning and achievement. Where teaching is satisfactory, expectations are not as high and achievement is satisfactory rather than good. Planning is often thorough and work well matched to pupil's needs; however, there is not always sufficient challenge for higher-attaining pupils in Years 1 and 2. Pupils who require additional support are identified early through the school's thorough assessment procedures and receive the guidance they need, which helps them make good progress. Teaching assistants are knowledgeable and well briefed and provide valuable support in lessons. The procedures for checking how well pupils are progressing are good. Teachers regularly use assessment tasks to set targets for further

improvement. Marking is good and the comments help pupils to know how to improve their work

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum provides well for pupils and ensures that learning is fun. The creative elements of the curriculum are outstanding, with very good opportunities in many subjects including drama, art and music enhanced by exciting focus weeks. There is a very successful emphasis on developing pupils' personal and social skills. The Foundation Stage curriculum is good overall. However, the absence of a discrete outdoor area makes it difficult for teachers to plan a full range of activities designed to improve children's physical development. In Years 1 to 6, the curriculum is good and there are some outstanding features in Years 3 to 6 such as the provision for design and technology, which is extensive and leads to high standards. The high quality provision for information and communication technology ensures that pupils use modern technology well. There is good provision for teaching literacy and numeracy. The arrangements for the teaching of literacy and numeracy in Years 4 to 6 are particularly successful in meeting the needs of different groups of pupils, ensuring that all achieve well. The curriculum makes a good contribution to pupils' understanding of safety and healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The impact of the care, guidance and support on pupils' academic progress and personal development is good. The school makes very successful efforts to provide an attractive, safe and secure learning environment. All pupils are well cared for and supported. They feel very safe, relationships between pupils and staff are excellent, and as a result, pupils are confident to approach an adult if they need help or support. Care for pupils' personal well-being is outstanding. Pupils' progress is regularly and effectively monitored and individual targets are set; these are most challenging in Years 3 to 6. The governing body carries out regular health and safety checks. Child protection procedures are fully in place and are understood and followed by all staff. Drugs and sex education are carefully planned for, according to pupils' levels of maturity. The quality of advice and guidance given to pupils and parents about health and safety is good. Excellent relationships with parents support them and carers in helping pupils to succeed. Additional support, including guidance from outside the school, is sought when appropriate.

## **Leadership and management**

### **Grade: 2**

The school's leadership and management are good. There is a very strong commitment to each pupil's individual personal and academic development. This has a positive impact on raising standards. The headteacher and shared leadership team know the

strengths and weaknesses of the school well and have identified clear priorities for further development. The weaknesses identified in the previous inspection report have been remedied. Consequently the management of the Foundation Stage and provision for pupils with learning difficulties is now good. There has been effective analysis of standards and achievement focusing on Years 3 to 6. Successful improvements now ensure that pupils make consistently good progress. The need to improve achievement in Years 1 and 2 has been identified by the school, and strategies designed to improve literacy have been implemented but have not yet impacted on standards. Although the monitoring of teaching in lessons takes place, there is limited involvement by subject and key stage managers which restricts the sharing of good practice and limits their influence on raising standards. The governing body is extremely committed to the work of the school. Governors have a good understanding of the school's strengths and weaknesses. They hold the school to account for its actions. As a result of prudent financial management, including productive links with local businesses, the school is well resourced and provides good value for money. It is well placed to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils I am writing to tell you about what we found when we visited your school, but first of all, I want to thank you for making us so welcome. We really enjoyed chatting to you about the exciting things you do at school. We were pleased that you find learning fun. We were impressed by your good manners and helpfulness. Your behaviour is outstanding. There are clearly lots of interesting things to do at your school and we enjoyed looking at your website. By the end of Year 2, many of you do well in tests but we have suggested to your teachers that some of you could do even better. Your work in English, mathematics and science improves well as you go through the school, and you do well in other subjects such as design and technology. By the end of Year 6, many of you do very well in tests. Teachers work hard to make sure you make good progress. You are very well looked after in school. Many of you told us how much you liked your school and the adults in it. It's good to see you enjoying lessons and all the extra activities you can do. You are very responsible children and those who have jobs in school do them very well. Most of you come to school regularly. You have good teachers and other adults who help you. You work hard and usually know what to do to improve. We have asked your teachers to provide more challenging work for some of you, so that you can do even better. We have suggested that teaching and learning should be looked at more regularly by some of your teachers so that they can see where improvements can be made. Your school gives you many good opportunities to learn new things and to be involved in the community. It helps you grow into sensible, responsible young people. We would like to wish you lots of success in your future education. Yours sincerely Susan Walsh Lead inspector.  
Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)