



Chad Vale Primary School

Inspection Report - Amended

Unique Reference Number 103332
Local Authority Birmingham
Inspection number 286631
Inspection date 19 September 2006
Reporting inspector Christine Field

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

Type of school	Primary	School address	Nursery Road
School category	Community		Edgbaston
Age range of pupils	4-11		Birmingham B15 3JU
Gender of pupils	Mixed	Telephone number	0121 4647329
Number on roll (school)	209	Fax number	0121 4644441
Appropriate authority	The governing body	Chair	Gerald Galea
		Headteacher	Robin Haselgrove
Date of previous school inspection	9 February 2006		

Age group 4-11	Inspection date 19 September 2006	Inspection number 286631
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school provides for pupils from a diverse range of ethnic backgrounds, with one in ten learning English as a new language. The majority of pupils are from Indian heritage. A number of parents are seconded from overseas to a local hospital or university, resulting in some pupils' enrolment at school being short-term. This contributes to the relatively high level of pupil mobility. The proportion of pupils with learning difficulties or disabilities is about average, as is the number of pupils claiming free school meals. The school is part of an Education Action Zone and offers before- and after-school clubs. Four new teachers joined the school this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chad Vale is a good school. Parents praise highly the dedicated, caring and supportive staff who help their children achieve well both academically and personally. Pupils told the inspector that they like coming to school because 'everyone is nice and they make you feel special'.

The busy and purposeful atmosphere immediately strikes the visitor. Pupils from many different ethnic backgrounds work together in perfect harmony. Classes are happy places in which predominantly good teaching helps pupils learn successfully. This picture is reflected in pupils' good achievement and above-average standards, by the end of Year 6. Pupils settle well in the Reception class, where they learn at just the right speed to help them reach, and in some cases exceed, expectations. Pupils continue to build knowledge and skills effectively in the infant years and virtually all reach the standard expected for their age. However, a few of the more able are not reaching their full potential, particularly in reading and writing, by the end of Year 2. The school's own monitoring has pinpointed this and strategies are in place to assist improvement. The more able pupils make good progress in the junior years. There is sensible use of targets to help raise expectations but pupils' progress towards these needs sharper and timelier checks by teachers. The recent introduction of pupil assessment booklets is a positive step towards better consistency in recording progress, as is the move towards involving pupils in regular self-review.

The headteacher is the driving force behind the 'Chad Vale Way' of doing things. His leadership is determined, enabling and inclusive. Staff work together well as a team and implement agreed policies consistently. For example, positive behaviour management supports pupils in behaving sensibly and also knowing what to do in 'difficult moments'. Pupils benefit from a rich and exciting curriculum and are involved in lots of very well-planned activities that are helping them keep healthy and safe and build a good range of skills required for their future working life. The school council is a very effective vehicle for pupils to play a key role in sharing decision-making with school leaders and governors. Pupils show outstanding enterprise and run successful mini-businesses such as 'Sub Zero', an ice-cream-selling venture whose profits enabled charitable support for an orphanage in India. Pupils are involved in their community in many ways, for example, in participating in the Harborne annual carnival. The school successfully fosters outstanding relationships and assists pupils' growth as socially responsible world citizens.

The school has a good understanding of the main areas for development, with the school's newly comprised 'Primary Strategy Team' and governors united in working together to make Chad Vale second to none. The school has improved significantly since its last inspection because of strong, well-focused leadership. The school is well placed to continue to improve further.

What the school should do to improve further

- Ensure that the more able pupils in Years 1 and 2 are suitably challenged to meet their full potential in reading and writing.
- Sharpen teachers' recording of progress towards individual targets and involve pupils in regular checks to see how well they are doing.

Achievement and standards

Grade: 2

Pupils' performance in national tests shows that they achieve well in relation to their starting points and capabilities by the end of Year 6. For some years, results have been above the national average in English and mathematics, and very high in science. Standards are equally high in information and communication technology (ICT), art and design, music and physical education.

Pupils with learning difficulties are given exactly the right amount of support they need to make good progress, as are new joiners, including those learning English as a new language. The school sets challenging targets but recognises that it is currently much better at hitting the targets it agrees for Year 6 pupils than those for Year 2.

The above-average results in Year 6 arise from good progress overall, though it is more successful in Years 3 to 6 than in other years. The school has introduced a new system for assessing progress and teachers are keen to improve the way they use this to make sure the work set for all learners is pitched at the right level.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Right from Reception, pupils show pride in their school and are keen to do well. They develop as very confident learners who have high self-esteem and show excellent consideration for others. Pupils show a high level of awareness of the importance of tolerance and respect in a racially and culturally diverse society. Good levels of attendance are testament to the extent to which pupils enjoy their learning. The 'My Munch' menu at lunchtime offers a range of healthy options, including salads and meat-free hot meals that many pupils choose. Not all, however, are yet fully aware of the nutritional benefits of a healthy diet. The good progress that pupils make in literacy, numeracy and ICT ensures that they have the skills needed to prepare them well for the next stage of education and future world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and the school's evaluation of what works best and what needs improvement in teaching is robust and accurate. New teachers to the school have made a good start to the term. They bring with them a freshness of approach to complement the expertise of more experienced staff. Very good use of ICT brings learning alive in lessons.

Teachers and teaching assistants work together very well as a team and this allows pupils from Reception to Year 6 to work in small groups tailored to their particular needs. This approach is particularly beneficial in enabling pupils learning English as a new language to successfully build key skills. Pupils with learning difficulties do especially well because of this approach and because of the tailor-made programmes devised to ensure their consistently good progress. However, teachers slightly underestimate how much progress more-able pupils are capable of making in the infants and, in consequence, standards for this group are not as high as they should be by the end of Year 2.

Pupils have a good idea of how well they are doing but are not always clear about how they can move up a level and do not get enough opportunities to review personal achievement. The use of targets to support pupils' next steps in learning is not yet rigorous enough.

Curriculum and other activities

Grade: 2

The curriculum gives pupils of all ages rich and varied experiences that are reflected well in the interesting and colourful displays around the school and in classrooms. Pupils in the Reception class experience an active and practically based curriculum that enables them to make appropriate choices and ensures their positive enjoyment in learning.

ICT has improved well since the last inspection, with good use now made of computers to support pupils' work across subjects. There is good attention paid to developing pupils' artistic and musical gifts as well as sporting talents. There are very good opportunities to take part in activities after school for all ages of pupil. These include Indian tabla drumming, dancing, Spanish, French, chess, sports coaching and musical tuition. They are well attended and add excellent enrichment to pupils' education. The school organises a number of residential visits that assist pupils in developing leadership and team-building skills. Pupils rate the visits as 'brilliant'.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has developed excellent links with a wide range of agencies that provide an outstanding safety net for individuals or groups of pupils. For example, pupils who join the school during the year are warmly welcomed and given high quality support to help them settle. The language needs of pupils entering the school with limited English are quickly assessed, with specific work provided and bilingual help given as required. Academic guidance understandably focuses on making sure that those who are experiencing difficulties receive the extra help they need to move on. There is scope for sharper assessment of the progress made by the more able learners to improve the quality of academic guidance.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has created a strong family ethos that results in everyone in school pulling together to make the school the best it can be. Expectations for quality are set high and the school has established good systems to support staff in achieving them. New teachers to school say they have benefited from the comprehensive induction programme and have made a positive start. Senior leaders have been instrumental in bringing about improvement, for example, in raising achievement in ICT throughout the school and in English in the junior years.

The recently set up 'Primary Strategy Team' has a remit to raise achievement in the infants. They have established a comprehensive action plan with specific targets by which to measure their success. Staff are currently receiving training to help focus monitoring more precisely on the progress made by the more able pupils and have devised a useful recording system to check that it is working.

Governors are committed, involved and knowledgeable. They use their own expertise very well to support school improvement, for example, in keeping a careful watch on finances and seeking best value when providing or procuring goods and services. Effective consultation systems enable pupils and parents to put forward their views about a range of school issues.

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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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 the 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

¹ Grade 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.

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	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

Thank you so much for the lovely welcome you gave to me on Tuesday and for sharing all the super things about your school. It didn't take me long to see just how proud everyone is of belonging to the Chad Vale school family. You told me that Chad Vale is a good school- you are right, it is!

One of the many high points that I will remember was watching you play so well together at lunchtime - enjoying your game of hockey and using your wonderful slides! I have to tell you that I was very moved by hearing you sing your school song in assembly and was very impressed by the way you listened so carefully to the story about 'Robin' and then showed how much you had enjoyed it by clapping very loudly.

There are many things that make Chad Vale the special place it is, such as the happy classrooms, friendly, helpful staff and exciting lessons in which you learn new things. You told me how great the visits to Bockleton and Kingswood are, with the shelter building at Stansfeld getting a big vote of approval. I was very interested to learn that the school council is currently working with Birmingham City Council to make Nursery Road a much safer place.

Despite all of these good things, nowhere is perfect and I have talked with your teachers about ways to make Chad Vale even better. I would like all of you to work the best you can and to tell your teachers if the work they set is not hard enough. I would like you to make sure you know what your personal targets are in literacy and numeracy and to make sure you know how to reach them. I hope that you will do this as quickly as you can and ask for your next target so that you are always aiming high!

Best wishes for a successful future. ?