

Chadsmead Primary School

Inspection report

Unique Reference Number	124100
Local Authority	Staffordshire
Inspection number	328054
Inspection date	18 March 2009
Reporting inspector	Hazel Callaghan

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	Middle deemed secondary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	321
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	David Cole
Headteacher	Lester Davies
Date of previous school inspection	30 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Friday Acre Lichfield WS13 7HJ
Telephone number	01543 510600
Fax number	01543 510605

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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- Pupils' predicted standards and rates of progress through the school.
- The impact of teaching and the curriculum on pupils' progress and the extent to which pupils understand how to improve.
- The accuracy of school self-evaluation and evidence to support the staff's view that the school is now outstanding in all areas.

Evidence was gathered from the school's assessment of pupils' standards and progress and an analysis of the results of the 2008 tests. Inspectors observed teaching and held discussions with the headteacher, staff, governors and pupils. Parents' responses to the Ofsted questionnaire were also analysed. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Chadsmead Primary is a large school which serves a diverse area, some of which has significant social deprivation. The large majority of pupils are from families of White British heritage, with a few pupils from minority ethnic groups. The vast majority of pupils have English as their home language. The proportion of pupils eligible for free school meals is above the national average, as is the number of pupils with learning difficulties and/or disabilities. Some classes have significantly more pupils with learning difficulties and/or disabilities than is seen nationally. The school provides Early Years Foundation Stage education in the Nursery class and in the two Reception classes. The school has achieved a number of awards, the most recent being the National Schools Curriculum Award, Healthy Schools Award and the Eco School Award. It has been recognised as a Dyslexia Friendly school and is a Reading Connect School. A private out-of-school club is run from buildings on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Chadsmead Primary School provides outstanding education that meets children's learning and individual needs extremely well. All staff are committed to the task of giving the children the best possible start to their education. There is strong focus on increasing the basic skills of reading and writing, mathematics, science and information and communication technology (ICT). There is also a dedication to providing children with a rich curriculum that strongly promotes their personal development, stimulates their interest and extends their educational experiences. Art, music, drama and sport are given a strong emphasis within the range of learning experiences provided for pupils. Numerous visits to places of interest extend the learning in class and enhance pupils' desire to know more. Challenging tasks such as those that link design technology with ICT promote pupils' creativity as well as their skills so that learning is meaningful and exciting. These activities, alongside excellent teaching, ensure that pupils achieve very well in many areas of the curriculum and gain confidence in their own abilities. Pupils respond extremely well to the challenges provided, and conversations with pupils indicate that they really enjoy school. Because relationships are strong and pupils want to do well, their behaviour is exemplary and this has a strong influence on enhancing the progress they make.

Pupils start school with standards below those expected for their age, especially in language. They are given an excellent start in the Nursery and Reception classes. The significant minority of pupils across the school with a range of learning difficulties and/or disabilities, often including social and emotional difficulties, have real barriers to learning which could slow their progress. Staff provide outstanding care, support and guidance for these pupils and all others across the school. They feel safe and well cared for and this enables them to overcome their difficulties and achieve extremely well. Small group teaching in English and mathematics, for example, gives these pupils the encouragement and support they require, as well as the level of activities appropriate to their needs, and enables them to learn effectively.

Standards have improved in Year 2 and the progress pupils make is now good. This good progress continues in Key Stage 2 so that by the end of Year 6, pupils reach above average standards. English, especially writing, is the strongest subject throughout the school so that pupils achieve high standards by the end of Year 6. This is because teaching is strong and there has been a very effective focus on improving pupils' reading and writing skills. Good links are forged with parents, who are encouraged to hear their child read on a regular basis. This is having a really positive impact which, along with the high profile put on developing these skills in class, means that pupils' enjoyment of reading is blossoming. Effective strategies to raise standards in writing have resulted in pupils' outstanding progress. Standards in English are now above the national average because of the significant proportion of pupils who reach the higher standards of Level 5. Based on the successful initiatives with English, the school has now placed a strong focus on further improving mathematics standards. Staff have accurately identified that pupils encounter difficulties with mental and oral work such as the quick recall of mathematical tables. The school has implemented good initiatives to support pupils in this area and these measures are beginning to accelerate pupils' progress in mathematics. However, the full impact of this work remains to be realised and standards in this subject are not yet as strong as in English. Standards in ICT, however, are also above those expected.

Many very positive strategies are used consistently across the school to promote good learning. Due to the very good assessment systems set up across the school, pupils are fully and effectively involved in evaluating how well they are doing. When asked, they clearly explain what they

need to do next to improve. Academic support is good for all pupils, including those with learning difficulties and/or disabilities. Teaching assistants are both well trained and experienced in knowing how best to support these pupils so they are successful in their work. Pupils are prepared very well for the next stages of learning and the world of work through the good basic skills they acquire in English, mathematics and ICT. Their personal development is outstanding. Pupils have a strong awareness of the needs of others and show real care and consideration of others' feelings. They have a strong moral code based on the school ethos of 'Caring for each other'. They have a very good understanding of how to keep themselves safe and pupils understand the importance of developing healthy lifestyles. They enjoy the sporting activities on offer but are sometimes reluctant to make healthy food choices. Parents are overwhelmingly supportive of the school and many wrote to explain why they think it is 'a fantastic school'. One parent added that 'teaching is inspirational' and 'pupils feel a real part of the school community', and the pupils agree. Attendance is consequently rising and the school has exceeded its target. Most absence is due to ill health and only a very small minority of parents fail to send their child to school regularly.

The headteacher provides strong leadership and a clear philosophy for enabling pupils to achieve well which has resulted in improving standards, especially in English, and excellent care and support for pupils. This has led to them achieving well year on year to make outstanding progress over the time they are at school. Leadership and management responsibilities are well structured and this supports effective communication and clear direction. There is a consistency of approach that has led to the school moving from good to outstanding. Co-ordinators have a good understanding of the strengths and weaknesses in their subjects and in turn provide an effective lead for improvement. The school's self-evaluation is accurate and based on comprehensive monitoring and evaluation of pupils' progress which identifies those slow to improve. Additional support or alternative strategies are then put in place to help them improve. The governors provide effective levels of support and challenge based on a good understanding of the school's strengths and relative weaknesses. The school provides pupils with good opportunities to contribute to improving the life of the school and has worked closely with the local community for many years. The very good partnership with parents and the close links with schools around the world are examples of the school's strong efforts to promote community cohesion. There are now plans to build links with a school in a more diverse community elsewhere in England. This is a school that is keen to keep improving, and its capacity for further improvement is extremely good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The provision for these young children is excellent. Children start in the Nursery attaining below the expected levels and with a narrow range of skills and experiences. Many of them have problems with speaking and listening, and a significant number have social, emotional and behavioural difficulties when they start school. Under the sensitive and caring support of staff, children settle quickly. They enjoy their activities and learn to work and play together harmoniously. During the Early Years Foundation Stage, children make excellent progress and reach standards above those expected in all areas of the curriculum. Children's welfare is of the first priority. Strong relationships are built with their parents and effective communication about children's interests and needs are shared so that staff have a good understanding of how best to promote children's good learning. Regular assessment of children's progress inform this process and well focused targets are set for their 'next steps'. These targets are shared

with parents, and teachers provide regular opportunities for parents to participate in the things children learn about so they can support them more effectively at home.

All adults in the Early Years Foundation Stage have a very good understanding of how children learn and provide stimulating activities that motivate children's interest and provide suitable levels of challenge. There is a very effective balance of adult- led activities and opportunities for children to direct their own learning through self- chosen tasks. All the classrooms in the Early Years Foundation Stage are well resourced, bright and stimulating. The outside areas reflect the excellent learning opportunities provided within the classrooms, and children are encouraged to experiment and explore new ideas. The leadership of the Early Years Foundation Stage is exemplary and staff work very well together. Children's progress is tracked carefully and data analysed so that areas for improvement are identified and positive changes made. The curriculum consequently remains fresh and very well matched to children's needs and interests.

What the school should do to improve further

- Increase the rates of progress in mathematics by building on current strategies to improve mental and oral skills so that standards and achievement rise to equal those in English.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

19 March 2009

Dear Pupils

Inspection of Chadsmead Primary School, Lichfield, WS13 7HJ

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a really excellent school. Here are some of the things we found out.

- You have an excellent start to your schooling in the Nursery and Reception classes.
- You make excellent progress, especially in English and you reach standards in Year 6 that are better than most pupils of your age.
- Your behaviour is excellent. You are polite, friendly and helpful to everyone. You have an exceptional understanding of how to keep yourselves safe. You show care for each other and respect for each other's feelings. You want to do well in your work and you are prepared very well for your future education.
- You are taught extremely well and all your teachers work hard to make sure that your lessons are fun and you have a good understanding of how you can get better in your work.
- The headteacher and senior staff provide strong leadership for the school and the staff all want you to do very well.
- Everyone in the school works together as a strong team and there is a good partnership with your parents and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though Chadsmead Primary School is excellent, there is something it can do to make it even better. We have asked the headteacher and governors to do the following:

- Improve your progress still more in mathematics so that standards equal those in English.

Thank you again for helping us, and remember you can help to ensure your school continues to be really special by continuing to work hard and helping one another.

Yours sincerely

Hazel Callaghan

Lead inspector