

# Charnwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	124185
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340512
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Marian Harker HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Gill
<b>Headteacher</b>	Simon Kelly
<b>Date of previous school inspection</b>	11 July 2007
<b>School address</b>	Purcell Avenue Lichfield WS13 7PH
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## Introduction

This inspection was carried by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited eight lessons, and held meetings with the Chair of Governors, staff, groups of pupils, parents and partners. They observed the school's work, and looked at the documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. They analysed the responses of 59 parental questionnaires, nine staff questionnaires and 100 pupil questionnaires. Inspectors looked at pupils' work, the latest school improvement partner's monitoring report and the school improvement plan.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current rates of progress in all year groups, particularly in English, for girls and higher ability pupils
- the consistency in the quality of teaching across the school
- how teaching enables all pupils, particularly girls and higher ability pupils, to make the expected progress
- the capacity for sustained improvement.

## Information about the school

Charnwood is a smaller than average school and is situated near to Lichfield city centre. Most pupils are from White British origin and there are few pupils from minority ethnic groups or where the first language is not English. A small proportion of pupils have a statement of special educational needs. The school has a number of awards, including the Activemark Award, FA Charter Mark and the Dyslexia Friendly 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

Charnwood is a satisfactory school which has consolidated and improved its performance since the last inspection. Good partnerships and links with parents clearly reflect the school's values and aims: 'To develop strong partnerships between parents, pupils, the staff and the community.' Parents are very positive about the school and say such things as: 'My child is keen to come to school even when they are ill.' Grandparents too are very supportive of the school and particularly enjoy being invited into the school for lunch with their grandchildren. Behaviour is outstanding and pupils have a good knowledge of how to lead a healthy lifestyle, which they carry into their everyday lives, even influencing their parents. The curriculum is carefully planned to meet the needs and aspirations of the pupils. A wide range of extra-curricular and enrichment opportunities are offered, including choir, residential trips and a good range of sporting activities.

Pupils join the school with starting points lower than those expected for their age and progress well, so that by the time they enter Key Stage 1 their attainment is in line with national expectations. Pupils and groups make satisfactory progress as they move through the school achieving in line with national averages in mathematics, science and reading by the end of Year 6. Attainment in writing is lower than in other subjects. Pupils with special educational needs and/or disabilities make good progress due to the diligent care and support they receive. During the inspection the majority of lessons observed were judged to be good, although this good teaching has not yet fully impacted on progress made by the pupils and therefore teaching is satisfactory overall. Teachers involve the pupils in interesting practical activities that encourage them to talk about their work and enjoy their learning. On occasions, teachers are not as focused as they should be on what pupils are expected to achieve by the end of the lesson, particularly in writing.

The new headteacher provides good, clear and dedicated leadership which has enabled the whole school community to move forward. He is developing a strong team with a common purpose who are fully involved in monitoring the school's effectiveness. This, along with sustained progress since the last inspection, indicates the school has a satisfactory capacity to improve. School improvement planning and self-evaluation are secure but the school improvement plan is not sufficiently linked to raising standards. About 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?

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- Raise attainment in writing so it is in line with national averages by summer 2011 by:
  - embedding a structured approach to teaching writing
  - increasing opportunities for writing across the curriculum.
- Further improve the quality of pupils' learning in lessons by ensuring that teachers have a clear view of what pupils are expected to achieve, particularly in writing.
- Ensure school improvement planning is clearly linked to raising attainment.

**Outcomes for individuals and groups of pupils****3**

Levels of skills on entry to the Nursery class are lower than expected, particularly in key areas such as early reading, writing and speaking and listening skills. Progress through the Early Years Foundation Stage is good as a result of good teaching. Children leave Reception with attainment that is generally in line with expectations for this age, but with slightly lower levels of attainment in writing. Progress through Key Stages 1 and 2 is satisfactory with stronger performance in Years 5 and 6. The school's most recent data shows that a greater proportion of pupils are beginning to make good progress and this is due to good teaching. However, the good teaching has not yet had time to fully impact on pupils' attainment, particularly in writing. Overall, boys and girls achievement is very similar and the more able pupils are being suitably challenged. Since the last inspection the school has worked hard to raise attainment for the more able pupils. The latest unvalidated test results indicate that the school has been successful, particularly in mathematics and science. There has been some improvement in English, but writing attainment remains below national averages at Years 2 and 6.

Pupils are enthusiastic learners and participate keenly in lessons. They particularly enjoy discussing their learning and participating in practical activities. For example, Year 6 pupils were eager to join in a role play activity recounting the arrival of the Beatles in New York in the 1960s.

Behaviour is excellent. The pupils have positive attitudes towards their work and each other and say they enjoy school. This is borne out by the good levels of attendance. There are high levels of respect, relationships are good, and the pupils care for and look after each other. This means that the school provides a caring, nurturing and welcoming atmosphere. Pupils indicate they feel safe in school and that there is always an adult in whom they can confide if they have any concerns or worries. They feel they make healthy choices at meal and snack times and the range of sporting activities on offers means that they can be active and energetic. Their spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

### How effective is the provision?

Lessons are consistently well planned, using up-to-date assessment information. The enthusiasm of the pupils is captured through lively teaching alongside learning through practical activities. Teachers use technology with confidence to make learning interesting. On occasions, the activities do not always accurately guide pupils to achieve the lesson objective. For example, pupils were introduced to writing war poems through a series of short interesting activities, but they were not fully prepared to complete the task to a high standard. Pupils work well with each other and they have good cooperation skills from an early age. Support staff are used effectively to enhance and consolidate learning. Pupils' work is regularly marked and assessed by teachers. Their progress is carefully tracked in reading, writing and mathematics. This enables the school to intervene early, when a pupil is at risk of falling behind.

The curriculum is good, with a good balance and breadth across subjects and a well-organised approach to delivering an imaginative and creative range of learning experiences for the pupils. It is well-adjusted to meet pupils' needs with individualised programmes and to aid progress and development. There is a good emphasis on practising basic skills in numeracy, literacy and information and communication technology. These skills are also put to good use in other subjects, such as history, where pupils record and note what they have learned. The school is aware of the need to extend opportunities for pupils to develop their writing skills across the curriculum.

Care, guidance and support are satisfactory, as pupils are generally supported effectively during their time in school. Caring for and guiding pupils who have specific needs and difficulties is a strong aspect of the school's work. Parents report that

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transition arrangements to high school are smooth and their children are well prepared for this next stage in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher leads by example in setting out and sharing his vision for the school. Teamwork is evident and a distributed leadership style is beginning to ensure that there is not an overdependence on the headteacher. All staff and governors are involved in development planning and self-evaluation. There is a clear sense of shared ownership of the school's priorities. School improvement planning is secure but priorities are not linked to raising standards through measurable milestones and targets. The quality of teaching is regularly monitored with subject leaders involved in the process.

At the time of the inspection safeguarding procedures met all statutory requirements. All staff have received the appropriate child protection training. Governors are supportive and knowledgeable about the work of the school. The chair of governors is dedicated to improving pupils' life chances and raising their aspirations through high quality education. The school is beginning to seek the views of the local community and as a result is building positive links. This engagement contributes to satisfactory community cohesion.

The headteacher and Chair of Governors ensure that equal opportunities are promoted at Charnwood. The performance of different groups of pupils is regularly tracked and reported to governors. A strength of the school is the strong partnerships it has developed with parents and the local community. For example, Charnwood pupils regularly undertake shared activities, such as horse riding and theatre projects, with a local special school. Parents too are very supportive of the school, typically commenting: 'I am proud to be part of this school, it cares about its pupils and their education and they are always very sad to leave.'

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### Early Years Foundation Stage

Children come into the Nursery with skills which are generally below expectations for this age group, but they make good progress because they are well-supported in their learning. Their levels of personal independence and being responsible are developing well and this is reinforced by parents who speak positively about how their children settle and the welcome they receive from staff. Children's learning and development are enhanced as they progress through the Early Years Foundation Stage because activities are well-planned and there is imaginative and creative use of the space available. There is an effective balance of activities which adults provide for the children and also those which children choose for themselves. This means they have good opportunities to develop their ideas and participate in imaginative role play. Leadership and management are satisfactory, recent staffing changes mean it is too soon for the full impact of practice to be embedded fully. Nevertheless, a good start has been made in making the environment welcoming and stimulating for children and ensuring they are settled and happy. By the time the children leave the Reception year their skills are at the expected level.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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	3

### Views of parents and carers



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There was a high response rate to the questionnaire. Parents and carers are happy with their children's experience of school and feel that they enjoy school. Parents strongly believe that the school supports their children in following a healthy lifestyle and that the school keeps them safe. A few parents commented that the school did not take enough account of their suggestions and concerns and a very small minority of parents raised concerns about support for pupils with special educational needs and/or disabilities and the level of challenge for the more able. The inspection team fully investigated these issues during the inspection and found no cause for concern. Parents typically report that Charnwood is a very friendly welcoming and happy school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charnwood 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	66	17	29	0	0	1	2
The school keeps my child safe	41	69	17	29	0	0	0	0
The school informs me about my child's progress	23	39	30	51	3	5	0	0
My child is making enough progress at this school	26	44	27	46	3	5	2	3
The teaching is good at this school	30	51	23	39	2	3	1	2
The school helps me to support my child's learning	22	37	31	53	2	3	1	2
The school helps my child to have a healthy lifestyle	25	42	33	56	0	0	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)	19	32	33	56	2	3	1	2
The school meets my child's particular needs	22	41	28	47	3	5	2	3
The school deals effectively with unacceptable behaviour	17	29	33	56	3	5	2	3
The school takes account of my suggestions and concerns	20	34	24	41	6	10	3	5
The school is led and managed effectively	28	47	23	39	2	3	1	2
Overall, I am happy with my child's experience at this school	33	46	33	46	1	1	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



9 October 2009

Dear Pupils

Inspection of Charnwood Primary School, Lichfield WS13 7PH

Thank you so much for your warm welcome when we visited your school this week. We really enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better.

You go to a happy, welcoming school that is satisfactory.

You have a good understanding of how to keep healthy and your behaviour is excellent.

Your school council, eco council and those of you who take on extra responsibilities are doing a really good job.

You have many opportunities to develop your interests, including sports, music and visits to places of interest.

Your school works well with other organisations to give you the best education they can.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

To make sure you do as well in writing as you do in mathematics and science. They are going to do this by giving you more opportunities to write in different subjects and introducing some new ideas for your teachers to use in writing lessons.

To give you activities and guidance that will help you produce high quality work in writing.

Make sure that school plans clearly show how much improvement the school is making.

Yours faithfully

Marian Harker

Her Majesty's Inspector

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