

Chase View Community Primary School

Inspection report

Unique Reference Number	134666
Local Authority	Staffordshire
Inspection number	343807
Inspection dates	12–13 May 2010
Reporting inspector	Susan Walsh

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Jill Probert
Headteacher	Richard Jordan
Date of previous school inspection	11 May 2009
School address	Hillary Crest Rugeley WS15 1NE
Telephone number	01889 256125
Fax number	01889 256126
Email address	headteacher@chaseview.staffs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw six teachers teach nine lessons and held meetings with governors and staff from the school. They observed the school's work including looking at the school improvement plan, the school's records of the monitoring of teaching and pupils' work. They spoke to pupils and looked at parental questionnaires.

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

- safeguarding
- inconsistencies in the quality of teaching looking especially at the match of work to pupils' needs
- the reasons why pupils make more progress in mathematics than English
- attendance.

Information about the school

The school is smaller than most primary schools and the number of pupils on roll is falling. The proportion of pupils who are known to be eligible for free school meals is above average and is rising. The proportion of pupils identified as having special educational needs and/or a disability is also above average and rising. The vast majority of pupils are from White British heritages. The school has been awarded the Basic Skills Quality Mark, and Active Mark. It has achieved Healthy Schools status and is working towards Eco Friendly status. The school has gained Dyslexia Friendly level 1. The headteacher is due to retire at the end of the summer term and the current deputy headteacher has been appointed as the new headteacher.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires significant improvement. Chase View Community Primary School is a rapidly improving school and provides a satisfactory education for its pupils. Governors, senior managers, and teaching staff have worked hard to address the issues identified in the previous inspection report. Their good level of commitment, determination and ambition together with a huge sense of team spirit has created a climate for improvement. The advice and extra resources provided by the local authority have been used to good effect. Not only has the school made significant improvements to safeguarding procedures which are good, it has also made important improvements to the quality of teaching and the curriculum. However it is too soon for these improvements to have had a full impact on pupils' achievement which remains satisfactory. Children get off to a satisfactory start in the Early Years Foundation Stage, although not enough is done to develop their skills in writing. By the time pupils reach the end of Year 6, their attainment is average. There are variations in rates of progress between different groups of pupils and in different subjects although overall all groups make satisfactory progress through Key Stage 1 and Key Stage 2. These variations reflect remaining inconsistencies in the quality of teaching and the quality of support and guidance provided for different groups of pupils.

Teaching is satisfactory and is swiftly improving. The match of work to pupils' needs is much improved but there are still a few examples of pupils of different abilities completing similar work in lessons. This sometimes holds back the progress of the most able pupils. Marking has also improved considerably in response to thorough monitoring of pupils' work by senior managers. Some marking provides very clear guidance about how pupils' work can be improved but there are still occasional examples of less effective and mainly congratulatory marking. A good number of teaching assistants have well developed skills and are able to make a valuable contribution to moving pupils' learning on. However some are less effective and the pupils they are supporting make leisurely progress in some lessons.

The school provides a very welcoming and happy environment where pupils feel safe and secure and this is valued by parents and pupils. Behaviour is good both in the classroom and around school. Pupils are well informed about how to keep healthy and they are very enthusiastic about sporting activities such as dodge ball. The curriculum is good; it has been strengthened by providing more opportunities for pupils to write at length and for pupils to learn through practical experiences in science. However pupils have limited opportunities to find out about other cultures.

Improvements have been made to the way pupils' progress is checked but the school

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knows it can do more to gather together and evaluate the information it holds more effectively. This includes examining the progress of different groups of pupils more closely, robustly monitoring the impact of intervention strategies and using the information it holds to link outcomes to the quality of teaching. Nevertheless, the important improvements made to safeguarding, and the rigorous way the school has tackled the issues identified in the previous report all demonstrate the school's satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Address the variations in rates of progress between different groups of pupils and different subjects by:
 - further improving the match of work to pupils' needs so that there is sufficient challenge for all pupils including the most able
 - developing the skills of the teaching assistants so that they are better equipped to move pupils' learning on
 - ensuring that marking consistently indicates how pupils can improve their work
 - providing a greater range of motivating opportunities to promote children's writing in the Reception class.
- Enhance the way that information about pupils' progress is analysed and used by:
 - rigorously checking the progress of different groups of pupils
 - increasing its use to improve the impact of teaching on pupils' progress
 - checking the impact of intervention strategies.
- Broaden pupils' awareness of cultures other than their own.
- 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.

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

Currently children are entering Year 1 with skills that are broadly similar to national expectations but their skills in writing are less well developed. Pupils make satisfactory progress through both Key Stage 1 and Key Stage 2. Although there are minor variations between the progress that different groups of pupils make in different subjects, the overall progress of all groups is satisfactory. Attainment by the end of Year 2 is average although relatively few pupils reached the higher Level 3 in writing and mathematics in 2009. Lessons provide an improved level of challenge for more able pupils in Years 1 and 2 and as a result their progress is starting to accelerate. In 2009 attainment at the end of Year 6 improved and was average overall although a good proportion of pupils reached the higher Level 5 in mathematics. Currently pupils are making satisfactory progress in reading, writing and mathematics from their individual starting points and the differences between progress in English and mathematics are

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less obvious than they were in the past. Most pupils are hardworking and apply themselves well in lessons. They say that they enjoy their mathematics lessons more than English lesson because 'learning is fun'. The brisk pace of mathematics lessons and the use of challenging games capture their attention and results in good motivation. The majority take a pride in their work which is neat and well presented. Pupils with special educational needs and/or disabilities make satisfactory progress but like other pupils their rate of progress can vary reflecting inconsistencies in the quality of support that they receive.

Pupils feel very safe in school. The school makes certain that pupils understand the risks that are associated with the internet as well as other risks they may come across in their lives. The school council is working hard to make sure that pupils eat healthily at lunchtimes and pupils really enjoy their sport and taking physical exercise. Pupils make a satisfactory contribution to the school and the local community. All Year 5 pupils and some of the Year 4 pupils are involved in a junior warden scheme designed to develop their roles as responsible citizens. Pupils' good moral and social development is demonstrated in the way they work well together in class and support each other. However they have insufficient opportunities to get to know people from backgrounds other than their own, consequently their knowledge of other cultures is relatively weak. Although the majority of pupils attend school regularly, there are still a small number of pupils whose erratic attendance and poor punctuality hold back their progress. Pupils' basic skills are average, as is their ability to use their initiative and work independently; as a result, they are satisfactorily equipped for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ 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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

A great strength of the school is the warm relationships between staff and pupils and the way that humour is used both to manage pupils' behaviour but also to make learning more enjoyable. The pace of learning is good and most lessons move along at a brisk pace ensuring that pupils do not get bored. Activities typically match pupils' abilities but occasionally pupils of different abilities complete the same work. Resources are used well to help pupils to understand concepts and the use of information and communication technology (ICT) to support learning is well developed. Questioning is used effectively both to extend and check pupils' learning but some teaching assistants are not as skilled at moving pupils' learning on. Pupils are very familiar with their individual targets especially in English. Pupils are given clear instructions about how to improve their work with particular reference to their personal targets but occasionally marking does not provide them with sufficient information about how to improve their writing.

Pupils are provided with more opportunities for writing through good links with other subjects and the profile of writing has been raised using wonderful displays of pupils' work. The work in science is matched more closely to pupils' abilities and more lessons focus on learning through practical activities. These improvements combined with good provision for mathematics and ICT means that the curriculum is good. Partnerships are used well to extend opportunities for pupils, for example, staff from the Rugely Music Centre have provided a good range of musical activities both in and out of school. Good provision for sport is further enhanced by links with the receiving secondary school and the local learning project.

Support for potentially vulnerable pupils is an established part of the school's provision and plays a useful role in fostering their learning and development. However the school does not have enough information about the impact of the support that it offers. Links to external agencies are satisfactory. The school has particularly good links with speech and language therapists and some pupils follow programmes that have been developed by the therapists but taught by the school. Daily checks on attendance and immediate contact with home on the first day of absence have resulted in some improvements to attendance rates.

These are the grades for the quality of provision

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

How effective are leadership and management?

Governors and senior leaders provide a clear sense of direction and the school is firmly set on an upward trajectory. Immediate action has been taken regarding safeguarding and the senior leaders and governors are now very clear about their responsibilities and are committed to carrying them out to the best of their abilities. Risk assessments are more regular, careful checks are made on the backgrounds of staff and governors ensure that policies and procedures are carefully followed. As a result safeguarding procedures are good. The evaluation of teaching and learning has improved and regular scrutiny of pupils' work by senior staff has given senior leaders more information about the impact of teaching on pupils' learning. The school has extensive information about the attainment and progress of pupils and is using this to track pupils' progress. However, leaders are aware that this information could be used more robustly to check the progress of different groups of pupils including those with special educational needs and/or disabilities, and to judge the success of intervention strategies. The school has started to consider how meetings about pupils' progress could be used to as a basis to link progress with the quality of provision including teaching; there is more to do in this respect.

The school makes an effective contribution to its local community. Although staff are quick to challenge discrimination and there is an appropriate commitment to promoting equal opportunities within the school, there is insufficient contact with the wider community in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children's skills on entry can vary considerably from year to year and are sometimes below expectations. Those entering the Nursery this year have skills that are very similar to other children of the same age. Assessment procedures have improved and staff have a broad picture of children's attainment on entry. Children make satisfactory progress through the Early Years Foundation Stage and grow in confidence. However when the children leave the Reception class their writing skills lag behind their skills in other areas. This is because they have had too few opportunities to develop their writing skills in the Reception class. In addition, writing activities have not motivated children. The quality of adult support has improved and only occasionally are children left alone to play without sufficient direction. Activities are particularly engaging in the Nursery class; for example, children were fascinated by the giant snails and there were some super conversations between children and adults that extended children's knowledge and understanding while also improving their speaking and listening skills. Nursery children continue to make good use of the outdoors. Although there is good access from the Reception classroom to the outdoors, opportunities to use this good quality resource have not yet been fully utilised. The necessary safeguarding checks have been carried out and welfare requirements are met. Leadership and management of the Early Years Foundation Stage are satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents who returned the questionnaire were very happy with what the school provided. A small number of parents were concerned about bullying. Pupils say that bullying is rare though there are occasional 'fallings out'. They are confident to report any issues to staff because they know that their concerns will be dealt with promptly. The school keeps very detailed records regarding behaviour and carefully evaluates whether an incident was bullying or not.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase View Community 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	60	15	35	0	0	1	2
The school keeps my child safe	28	65	14	33	0	0	0	0
The school informs me about my child's progress	23	53	19	44	1	2	0	0
My child is making enough progress at this school	24	56	18	42	0	0	0	0
The teaching is good at this school	28	65	15	35	0	0	0	0
The school helps me to support my child's learning	21	49	22	51	0	0	0	0
The school helps my child to have a healthy lifestyle	23	53	20	47	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	44	22	51	0	0	0	0
The school meets my child's particular needs	20	47	22	51	1	2	0	0
The school deals effectively with unacceptable behaviour	19	44	18	42	4	9	1	2
The school takes account of my suggestions and concerns	16	37	26	60	0	0	0	0
The school is led and managed effectively	19	44	20	47	0	0	1	2
Overall, I am happy with my child's experience at this school	27	63	15	35	0	0	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



14 May 2010

Dear Pupils

Inspection of Chase View Community Primary School, Rugeley, WS15 1NE

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. You say that your teachers are nice and have a good sense of humour and I agree. They have made lots of improvements to your school which is providing you with a satisfactory quality of education. They have made sure that you are safe at school and I was pleased that you knew so much about internet safety. I was impressed by your good behaviour and by the work done by the school council especially through encouraging you to eat healthy lunches. It's clear that you enjoy sport including going swimming and playing dodge ball. It was good to hear about the older pupils' visit to Chase Water and to look at the photographs. I know you are keen to be involved in the local community; however, I did notice that you do not get many opportunities to meet children from backgrounds other than your own.

Teaching in your school is satisfactory. It is getting better all the time and helps you to make satisfactory progress. Your standards of attainment are similar to those reached by children at other schools. I have asked the school to make sure that you always know exactly what to do to improve your work and to make sure that the work you are set is never too hard or too easy.

Managers at your school are doing a satisfactory job. They have lots of information about how well you are doing at school and I have asked them to use it more carefully so that they know if the extra help they give some of you is working well. You can help your school to improve further by making sure you come to school every day and by continuing to try very hard in all your lessons.

I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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