

St Chad's CofE (VA) Primary School

Inspection report

Unique Reference Number	107549
Local authority	Calderdale
Inspection number	377600
Inspection dates	29 February 2012–1 March 2012
Lead inspector	Adrian Guy HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Kevin Jones
Headteacher	Graeme Genty
Date of previous school inspection	29 April 2009
School address	Upper Green Lane Hove Edge Brighouse HD6 2PA
Telephone number	01484 712361
Fax number	01484 711638
Email address	head@st-chads.calderdale.sch.uk

Age group	4–11
Inspection date(s)	29 February 2012–01 March 2012
Inspection number	377600



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Adrian Guy
Nikki Hardman

Her Majesty's Inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 19 lessons and one assembly. They observed all eight teachers in the school; this included joint observations with the headteacher. Inspectors observed the teaching of reading to small groups as well as listening to individual pupils read. Inspectors held meetings with school staff, members of the governing body, the local authority's representative and groups of pupils. They observed the school's work and scrutinised a number of documents, such as those relating to the safeguarding of pupils; the teachers' assessments of pupils' attainment and their progress; the school improvement plan; and documents identified by the school to support its self-evaluation. Inspectors also took into consideration the 87 questionnaires returned by parents and carers, and those returned by staff and pupils. There were very few responses to the on-line questionnaire (Parent View).

Information about the school

St Chad's is an average-sized, Church of England Voluntary Aided primary school. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils from a minority-ethnic background is very small, and there are currently no pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is lower than the national average as is the proportion of pupils with a statement of special educational needs. The number of pupils joining and leaving the school partway through their education is lower than the national average. Since the previous inspection there have been significant changes in teaching staff. In 2011, results from Key Stage 2 assessments were above the government's floor standards.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- The overall effectiveness of the school is satisfactory. Pupils' attainment in Year 6 has been above average over the last three years; however, pupils' attainment in Key Stage 1 has fluctuated and dipped below average. Although many pupils are making better than expected progress, particularly where teaching is stronger, others, including those who have special educational needs, are only making satisfactory progress. Consequently, pupils' progress across the school is inconsistent so that overall achievement, and hence overall effectiveness, is satisfactory.
- Pupils are polite and courteous and behave well in school. They cooperate effectively and show good levels of engagement in lessons where teaching is stronger. Although pupils are not fully aware of different forms of bullying and their understanding of diversity is less well developed, they say they feel safe and incidents of bullying are rare. Pupils' attendance and punctuality are excellent and nearly all pupils say they are happy to come to school.
- There are some examples of good-quality teaching where teachers provide well-focused tasks that are engaging and motivating. However, this varies across the school and, in less effective lessons, activities are not always challenging and learning does not move forward at a fast enough pace because it is too heavily focused on listening to the teacher talk. Consequently, the quality of teaching overall is satisfactory.
- Senior leaders share a clear vision for the school. In teams, middle leaders have audited the work of the school and set out plans to address the issues identified. Members of the governing body are supportive of the school and provide appropriate challenge to improve. However, the extent to which they are able to hold the school to account is limited by the quality of the school's development planning, monitoring and evaluation at all levels.

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?

- Raise pupils' attainment in Key Stage 1 and ensure that all pupils make consistently good progress throughout the school by:
 - improving the quality and consistency of teaching, ensuring pupils are fully engaged in their learning and that activities are challenging and accurately matched to their needs so that their learning moves forward at a brisk pace
 - developing consistent marking and feedback to pupils, ensuring that they understand exactly what they have done well and what they need to do to improve.

- Develop the effectiveness of leadership and management at all levels by:
 - refining the school development plan to include measurable criteria against which governors and leaders can measure and evaluate improvement
 - ensuring all staff take responsibility for securing improvement and are held accountable through effective monitoring and evaluation
 - ensuring the school improves opportunities to promote greater understanding and respect for cultural diversity, challenges stereotypes and develops pupils' awareness of all forms of prejudice and discrimination.

Main Report

Achievement of pupils

When children join the school, their skills and abilities are broadly in line with expectations for their age. They settle well and display good levels of independence and cooperation, and progress satisfactorily. Although levels of attainment at the end of Reception have dipped to below average over the last two years, the current picture of attainment is at expected levels. Similarly in Key Stage 1, attainment has fluctuated and pupils' progress has been inconsistent. This has resulted in pupils' attainment falling below average in reading, writing and mathematics. Currently, pupils' attainment in Key Stage 1 is average. Pupils enjoy books and can use their understanding of letters and the sounds they make to help them read words they are unfamiliar with. Of the pupils who have recently left the school at the end of Year 6, whose overall starting points on entry to Key Stage 2 were above average, most gained the expected level for their age in both English, including reading, and mathematics, and many gained higher levels in reading. However, progress across Key Stage 2 is variable. Although in the majority of lessons pupils' progress is satisfactory, there is evidence of better progress particularly where there is stronger teaching. For example, in a literacy lesson in Year 5 pupils were very clear about what they were learning and the level of challenge was high. Consequently, pupils were enthused and focused, and enjoyed their learning. However, inspectors also found evidence of weaker progress in the school particularly where the teaching has been less effective.

Inspectors looked in detail at the achievement of different groups of pupils, especially between boys and girls and pupils with special educational needs. In the Early Years Foundation Stage and in Year 1, although they make similar progress, boys' attainment is generally lower than that of girls. However, in Key Stage 2 this disparity is less evident. In general the progress made by lower-ability pupils and those with special educational needs, although satisfactory, is broadly similar to their peers. However, fewer of these pupils make

the good progress needed to close the gap in attainment with other pupils. Most parents and carers who responded to the questionnaire were very positive about the progress their children are making.

Quality of teaching

Parents and carers are also positive about the quality of teaching in the school. Teachers generally create an atmosphere across the school that is calm and purposeful. Pupils are encouraged to work together and cooperate well. Although inspectors saw some good examples of teaching and learning, the majority of lessons observed during the inspection were satisfactory with little inadequate teaching. Where teaching was stronger teachers enthused pupils and generated engagement in learning. Questioning was clear, targeted and enabled teachers to adjust lessons and move pupils' learning on at a brisk pace. However, less successful lessons were characterised by fairly lengthy periods where pupils were sitting listening to teachers talk and tasks were focused on adult direction which led to insufficient challenge, engagement and independence for pupils. As a result, pupils made no more than the expected progress. The school has identified that the assessment of pupils' learning varies across the school. Feedback to pupils does not consistently move their learning on by identifying the next steps they need to take to improve their work. Pupils' errors and mistakes are generally identified; however, this not consistently followed up. Consequently, pupils continue to make errors in their work which hamper better progress.

There are opportunities to develop social skills and reflect on ethical and moral choices in lessons. For example, in a lesson on persuasive writing, pupils considered the environmental impact of the topic when considering the pros and cons to prepare a speech for a debate. However, provision for developing their understanding of other communities and cultures in the United Kingdom is less well developed. The curriculum is broad and balanced and links aspects of different subjects into themed units of learning. Evidence from lesson observations and discussions with pupils suggests they generally enjoy the topics they are learning about, which makes a positive contribution to their spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Questionnaire responses indicate that most pupils, parents and carers feel that behaviour is good in the school. This was confirmed through discussions with parents and carers and pupils themselves, who agree that they are kept safe and behave well. They understand the important features of staying safe, including road safety and being safe when using the internet. However, they are less well informed about different kinds of bullying, particularly bullying based on prejudice. They are confident that on the rare occasions when bullying or racism occurs it is dealt with effectively. On the playground, pupils play together happily and show they understand the importance of getting along together. Pupils show respect and consideration for staff and each other. Their behaviour in lessons, when they are fully engaged and have opportunities to be independent, is very good. However, in other lessons, some pupils' behaviour is often passive and they are less engaged in learning, which affects their progress. Appropriate policies and systems are in place to ensure pupils are kept safe and pupils' levels of attendance are consistently well above average.

The breakfast club provides a safe and welcoming start to the day for the pupils who attend. They socialise well together and treat adults and other pupils with courtesy and respect.

Leadership and management

The headteacher and senior leaders have a clear vision for the direction of the school. They have worked with teachers and governors to share this vision and have reviewed the school's organisation and management systems in order to move towards achieving it. However, the current evaluation of the school's effectiveness is over-generous. This is because development planning and monitoring of the school's actions are not systematically planned and there is insufficient focus on measuring the impact of improvements against agreed milestones. Middle leaders work in teams to review aspects of the curriculum; however, the responsibility for monitoring the effectiveness of changes is unclear. Consequently, the ability of governors and senior leaders to hold key staff to account is limited. Members of the governing body demonstrate the ability to challenge the school appropriately particularly in relation to pupils' attainment. Arrangements for safeguarding pupils are well managed. Here, the governor responsible has received training, regularly visits the school to check aspects of safeguarding and reports back to the full governing body each term. The progress of individual pupils is tracked and this information is used to hold regular meetings to discuss pupils' progress. However, the use of this information by inclusion managers to monitor the effectiveness of the provision for pupils with special educational needs is yet to be developed. Actions to address the quality of teaching, which have resulted in some improvements, demonstrate the school's satisfactory capacity to improve. Nevertheless, there is still further to go in ensuring that all teaching is of a consistent quality to ensure sustained progress across the school.

There are some strengths in the provision for pupils' spiritual, moral, social and cultural development. For example, assemblies have enthusiastic singing and opportunities for reflection in which pupils participate well. The strong development of pupils' social skills throughout the school is shown in good levels of cooperation and behaviour. The school has engaged in some proactive work aimed at promoting equality, tackling discrimination and challenging prejudice and stereotypes through sports and linking projects with other schools. However, the school has yet to extend this work across all the whole school and to include all aspects of equalities required by legislation. Currently, the staff have not received training to enable them to identify, monitor and ensure that pupils are aware of all forms of bullying including homophobic bullying. Communication with parents is good and there are regular letters and text messages to keep parents informed. They speak positively about the school and value the work of the staff. As one parent commented, 'Our children enjoy going to school in a very caring environment.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 March 2012

Dear Pupils

Inspection of St Chad's CofE (VA) Primary School, Brighouse, HD6 2PA

Thank you for welcoming the inspection team to your school recently. You may remember us coming to see how well you are learning. We learned a lot from watching your lessons, listening to you read, looking at your work and talking to you about your learning and life at school.

Your school provides you with a satisfactory education. We were pleased to see that you behave and get along together very well. You are given interesting things to learn about and a range of clubs and activities to join in with. You told us that most of you enjoy your work and feel safe and are happy to come to school. Your attendance is excellent. Well done!

These are the things we have agreed with your headteacher that your school should improve next.

- Improve the achievement of pupils in Key Stage 1 and make sure you all make good progress.
- Make sure that your teachers, leaders and governors improve planning and check that your school improves in the way they want it to; and ensure you learn more about the diversity in communities beyond your school to make sure everyone is respected and valued.

Remember, you can all play your part by working hard and continuing to attend school as often as possible. The inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.