

Henry Chadwick Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 124103 |
| Local Authority | Staffordshire |
| Inspection number | 359585 |
| Inspection dates | 5–6 May 2011 |
| Reporting inspector | Andrew Stafford |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 94 |
| Appropriate authority | The governing body |
| Chair | Julie Mackenzie |
| Headteacher | David Werry |
| Date of previous school inspection | 16 January 2008 |
| School address | School Lane Hill Ridware, Rugeley WS15 3QN |
| Telephone number | 01543 490354 |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed five teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Questionnaires from 36 parents and carers were scrutinised by the inspection team, who also spoke with a number of parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils make consistent progress across the school in English and mathematics?
- How do teachers use information from assessment and adapt the curriculum to help pupils make progress in their learning?
- How effective are school leaders' strategies in improving pupils' progress?

Information about the school

The school is much smaller than average. Most of the pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average, with most of these pupils having either specific learning difficulties or speech, language and communication needs. The proportion of pupils eligible for free school meals is above average. Children in the Early Years Foundation Stage are taught in a mixed-age class and there are three other classes of mixed-age pupils. The school has recently gained a number of awards, including Activemark, Basic Skills Quality Mark, and has achieved Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Henry Chadwick Primary is a good school that serves its community well. The school is a safe environment that provides outstanding care, guidance and support and a happy atmosphere in which pupils grow into confident and mature young people. Parents and carers are exceptionally pleased with the quality of education the school provides. Typically, one parent wrote, 'Our child is very happy at Henry Chadwick. It is a friendly, welcoming and well-managed school. It provides our child with very good learning opportunities inside and outside school and has a valuable involvement in the community.'

Since the last inspection the school has improved the provision for the curriculum and the quality of teaching and learning, and as a result, pupils' progress and achievement are good. The school's robust use of its tracking system, to quickly identify any pupils making slow progress, is helping to improve outcomes. The school has successfully tackled any underachievement through effective improvement plans and the determined leadership of the headteacher. Good progress is particularly evident in the Reception Year and in Year 6. Attainment is in line with levels seen nationally. The curriculum is good. The sheer variety of activities offers pupils very valuable experiences. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. Leaders' very rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. Their subsequent actions have brought about steady improvement. This leadership record shows the school has a good capacity to improve further.

There are many signs that teaching and learning have improved, especially through the use of information and communication technology and as a result of focused professional development for staff. Teachers plan interesting and relevant work that leads most pupils to make good progress. As a result, relationships are strong and pupils have very positive attitudes to their work and try hard. Teaching assistants make a valuable contribution to learning through the well-timed use of their expertise in supporting those who need help with literacy and numeracy. This is most evident for pupils with special educational needs and/or disabilities. Many good lessons were seen across the school. Occasionally, teaching and learning are outstanding. When it is satisfactory it is because teachers do not always plan work that closely matches the needs of different pupils in the class to really stretch them. Marking is good, regular and up to date, and accurately reflects the school's rigorous requirements.

Pupils enjoy lessons, school clubs and meeting friends. The interest and challenge that the curriculum provides promotes accelerated progress. For example, writing regular reports for the school newspaper, and the daily use of computers and games across the school, engage them well. However, teachers do not always give pupils enough opportunities to write for a range of purposes in subjects other than English. Pupils share in celebrating a

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range of religious festivals; have strong links with schools locally, in Little Aston and in Pakistan which give them a good insight into cultural diversity. Almost all pupils come to school regularly, making attendance above average.

What does the school need to do to improve further?

- Strengthen teaching so that the level of challenge and progress in lessons is consistently good, by setting work that closely matches the needs of every pupil so that they are fully stretched.
 - Extend the variety of opportunities across the curriculum that stimulates writing for a range of purposes.

Outcomes for individuals and groups of pupils

1

All groups of pupils, including those with special educational needs and/or disabilities who receive regular additional support, enjoy learning, and their achievement is good. The progress of girls in mathematics, and boys in writing, has accelerated and they now make equally good progress. Children start Reception with skills below those expected nationally for their age. Pupils are keen to learn, try their best and take pride in their work. Their research and planning skills are quickly improving and many are becoming proficient at managing their own learning. Pupils enjoy discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. This was seen when older Key Stage 2 pupils were enthralled by describing forensic samples when acting as 'dynamic detectives' in solving the mystery posed by 'Veroni', the magician. Vocabulary to describe the range of materials was discussed and, after talking with partners, pupils used appropriate descriptive language, with correct punctuation, to respond to this imaginative challenge. Pupils used self-assessment to analyse their writing techniques to show themselves how well they had completed the task and how much progress they had made. Occasionally, pupils find their work either too hard or too easy and this slows their progress.

Pupils are confident that the very rare cases of bullying will be quickly resolved by the school. They know precisely how to keep themselves and others very safe. All pupils learn to swim, part of a very active lifestyle complemented by a strong understanding of a balanced diet. Pupils are keen to take responsibility and participate as fully as possible. This has been recognised by the parish council who seek the views of pupils, and through joint ventures are enhancing the local environment. Older pupils act as friendship partners for younger children at playtimes. All pupils know that the headteacher welcomes visits to his office and will always listen to them. Pupils collect generously for charity. Positive attitudes, opportunities to understand finance, and rising standards in the basic skills, including computer skills, mean pupils' preparation for secondary school and future work is good. Pupils reflect maturely on their own feelings and those of others. For example, as their way of dealing with family bereavement, school has established a peace area to commemorate those who have died. A strong moral code supports their excellent behaviour. Pupils celebrate others' achievements in assembly and work productively in teams. These opportunities contribute effectively to their good spiritual, moral, social and cultural development.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers plan interesting and relevant work that engages pupils well. Generally, they are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as interactive whiteboards, to develop learning. The impact of this improvement in teaching was evident in the good progress made by Key Stage 1 pupils in 2010 and in the level of teachers' questions and the tasks they set to make pupils think deeply. The challenge provided by teaching is less consistent in Key Stage 2. Pupils have a good understanding of their challenging targets but advice to pupils about how to improve their work is not always followed up consistently.

The curriculum is good because it supports pupils' academic and personal development well. Cross-curricular topics provide pupils with good opportunities to develop creative skills, knowledge of the world and pursue personal interests, although opportunities are sometimes missed for pupils to write for a range of purposes in subjects other than English. Recent changes to the English and mathematics curriculum, to guide learning more actively, have given these subjects greater appeal. The school exploits the rich resources found locally to extend opportunities to study the natural world. A good range of well-attended clubs and many educational visits, including a residential stay at Laches Wood, add to pupils' enjoyment of school and widen their horizons.

Staff use their detailed knowledge of each pupil expertly to provide them with outstanding pastoral care. Pupils with a concern turn confidently to an adult knowing that it will be

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quickly resolved. The tracking of academic progress gives accurate information that teachers use successfully to give individual support. This enables teachers to provide effective support for pupils who are falling behind and help them to catch up. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. The school works closely with many external agencies to promote pupils' education and welfare. The good attendance figures over recent years shows that the school's hard work with pupils, parents and carers to sustain high attendance is proving successful.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leaders, particularly the headteacher, the leader of the Early Years Foundation Stage and the senior teacher, articulate clearly to staff their ambitious targets and their plans to make the school better. The English and mathematics subject leaders take a high level of responsibility for checking standards in their areas and ensuring that they are improving. Leaders have accurately identified needs and have provided successful training that has sharpened teachers' skills. One example of this is teachers' better understanding of how to make English and mathematics lessons interesting and relevant. Governance is good and the governing body is very supportive of the school. Its good understanding of data means that it is able to challenge the school over its performance and rigorously holds leaders to account.

The partnerships that have been established between teachers, pupils and families lead to exceptional engagement with parents and carers. Valuable help and advice given to parents and carers are examples of the school's support for families, especially through how parents and carers' skills can help with children's education at home. The thorough way that staff carefully check the progress of different groups of pupils reflects the school's strong commitment to promoting equal opportunities and tackling discrimination. This approach is at the centre of its ethos and the success of its plans to remedy previous gender differences are in progress and show that its policies are having a strong impact. Safety and safeguarding are a high priority and stringent checks are made at the single point of access. The school ensures safe recruitment by making rigorous checks on the suitability of adults to work with pupils. Staff are very vigilant about child protection ensuring that procedures are robust and extend beyond those demanded by the current regulations. Their training is regularly updated and fully meets current safeguarding requirements.

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The school promotes community cohesion well in the local area and there are many notable successes. For example, pupils, parents and carers have benefited from the Rugeley Community Learning Partnership and local tree-planting has enhanced their environment. Pupils' 'Skype' discussions with pupils in Pakistan bring home to them the range of experiences of different children across the world. The school is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Christian and other religious worship. The school supports pupils' good understanding of diversity by exchange links with a school in Pakistan.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Both boys and girls make good progress in all areas of learning because teaching is good in this well-run setting. Most children join the school with levels of attainment below those expected for their age and most of them reach at least average levels by the time they start Year 1. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents and carers feel well informed about their children's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the classrooms and in the stimulating outdoor learning area.

Teachers' good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promotes good learning. Children were seen to build on counting and number recognition when the teacher played a game hiding numbers from a sequence, pretending that she was losing things. Children quickly identified those that were missing and enjoyed organising their teacher. This led on to a free choice of activities and one group happily moved to counting outside to make Teddy Bear happy, enjoying their gaining of independence and their skills of collaboration. Adults routinely

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question children about their likes and dislikes, as a stimulus for writing, and get them to extend it by getting them to give reasons. Children's progress is noted by adults as part of planning for individuals' next steps in learning. Just occasionally, learning slows when insufficient resources are used to support the needs of all children.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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 | 2 |

Views of parents and carers

The responses from parents and carers, who returned a questionnaire, show they are extremely happy with the quality of education the school provides. Many added positive comments about how much their children enjoy school and how confident they are about their children's safety. Many parents and carers said they believe the headteacher leads the school well and that teachers are welcoming and approachable. Inspectors endorse these positive comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Chadwick 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 89 | 4 | 11 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 28 | 78 | 8 | 22 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 24 | 67 | 11 | 31 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 24 | 67 | 11 | 31 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 27 | 75 | 9 | 25 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 27 | 75 | 8 | 22 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 24 | 67 | 11 | 31 | 1 | 3 | 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) | 22 | 61 | 9 | 25 | 2 | 6 | 0 | 0 |
| The school meets my child's particular needs | 26 | 72 | 10 | 28 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 20 | 56 | 15 | 42 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 22 | 61 | 13 | 36 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 28 | 78 | 7 | 19 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 29 | 81 | 7 | 19 | 0 | 0 | 0 | 0 |

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 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 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



9 May 2011

Dear Pupils

Inspection of Henry Chadwick Primary School Rugeley WS15 3QN

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially liked hearing you singing with such enjoyment in assembly. You are rightly proud of the school's happy atmosphere and the way in which you all get on so well together. Henry Chadwick Primary is a good school and it is improving. Here are some of the things we found out.

Your teachers make sure that you get off to a good start in Reception.

You told us you enjoy school and feel very safe and secure.

You try your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is excellent.

You are very good at playing your part in making your school a good place to learn because your views are taken seriously.

You get on well with your teachers and you try hard for them.

The curriculum provides you with exciting lessons, clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school even better.

We have asked the school to do two things to help you do even better in your learning:

- make sure teachers always provide you with work that is neither too hard nor too easy, so that you make even better progress
- give you more opportunities to use writing in lots of different ways.

All of you can help the school by continuing to try your best in lessons, behaving well and supporting your classmates. We wish you all the best in the future.

Yours sincerely

Andrew Stafford

Lead Inspector

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