

Chaddesley Corbett Endowed Primary School

Inspection report

Unique Reference Number	135046
Local Authority	Worcestershire
Inspection number	381785
Inspection dates	13–14 September 2011
Reporting inspector	Georgina Beasley

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	175
Appropriate authority	The governing body
Chair	Colin Emeny
Headteacher	James Hawthorn
Date of previous school inspection	24 September 2008
School address	The Village Chaddesley Corbett DY10 4SD
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons and seven teachers were seen. Inspectors held meetings with representatives of the governing body and groups of pupils and staff. They observed the school's work, and looked at: safeguarding procedures; assessment information; improvement plans; monitoring reports; and pupils' work in a range of subjects. Inspectors received and analysed 84 questionnaires from parents and carers, 91 from pupils and 21 from staff.

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

- How well do teachers use assessment information to plan learning that enables all pupils in Key Stage 2 to make good progress in mathematics?
- Is high attainment at the end of KS1 due to consistently good teaching in Years 1 and 2, outstanding teaching in Reception or a combination of both?
- Are monitoring and tracking systems used effectively by the leadership, including the governing body, to plan, provide and evaluate support for pupils with special educational needs and/or disabilities?
- How effectively does the global learning project promote pupils' knowledge and understanding of world cultures and communities?

Information about the school

Chaddesley Corbett Endowed Primary is a smaller than average-sized school. Most pupils are from White British backgrounds. The remaining pupils are from a number of minority ethnic backgrounds. No pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average in the school but high in some year groups. The proportion of pupils with a statement of special educational needs is high. The proportion of pupils known to be eligible for free school meals is below average. Children start in the Reception class in the September after they become four. Over each of the last three years, higher than average proportions of pupils have joined or left the school during Key Stage 2.

The school has an Eco schools Green Flag, Healthy schools status, an Activemark and is a Forest School. The pre-school and wrap around care school club that run at the school are managed independently.

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

Chaddesley Corbett Endowed Primary is a good school. Leadership and management are good and clearly focused on raising achievement. The governing body monitors safeguarding arrangements rigorously to ensure consistency in practice and to secure pupils' good safety and welfare. They support and challenge the school to account for pupils' achievement. On becoming a primary school four years ago, the headteacher shared a clear vision for learning which was embraced and established by staff, pupils, and the governing body. High expectations for pupils' achievement are reflected in challenging targets for attainment despite the high number of pupils with special educational needs and/or disabilities in some year groups and the number of pupils who leave and join the school during Key Stage 2.

Pupils talk enthusiastically about their learning because they enjoy the varied range of curriculum themes through which they learn. The global learning project promotes pupils' good knowledge and understanding of different cultures and communities. Attainment is average and improving each year. Pupils' learning, progress and achievement are good. Pupils with special educational needs and/or disabilities make equally good progress due to the good guidance and support they receive. Equal opportunities are promoted well. Pupils make a good contribution to the school and village communities. All Year 6 pupils play leadership roles. Pupils understand the importance of leading active and healthy lives. Behaviour is good and pupils listen respectfully to others' views. Most pupils say they feel safe. Pupils are developing well the skills they will need in future life.

When they start school, children's skills, knowledge and abilities are in line with those expected for their age. They make excellent progress during the Reception year. Teaching in the school is good and it is excellent in the Reception class, giving children an extremely good start to school life. Consistently good teaching in Key Stage 1 sustains pupils' good learning. Good teaching in Key Stage 2 builds effectively on the high attainment at the end of Reception and Year 2. However, some inconsistency remains in the way assessment information is used in mathematics to build effectively on pupils' prior learning. Consequently, pupils' learning and progress are sometimes satisfactory. While pupils talk confidently about their learning in other subjects, they are less confident to talk about their learning in mathematics. Feedback on learning is not as focused in mathematics as it is in other subjects. As a result, pupils are not always clear about how well they are doing in the subject and their next learning steps.

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The school's capacity to improve is good. Since the previous inspection, the school has successfully tackled weaknesses in pupils' writing and personal development outcomes have been maintained. Consistent improvements in the quality of teaching particularly in Reception and Key Stage 1 are resulting in higher attainment across the school. The monitoring of teaching is good, but lacks rigour at times as it is not always guided sufficiently well by assessment information. The school gives good value for money.

What does the school need to do to improve further?

- Increase the proportion of good teaching in mathematics across Key Stage 2 to 80% by the end of July 2012 by ensuring that all teachers:
 - use assessment information to build on pupils' prior learning more effectively in lessons
 - raise pupils' confidence to talk about their learning and explain their thinking in lessons.
- Ensure that all teachers give focused and individual feedback about learning in mathematics so that pupils have a clearer understanding of how well they are doing and their next learning steps.
- Use assessment data relating to pupils' achievement as a focus of monitoring activities and so build more rigour into the evaluation of teaching.

Outcomes for individuals and groups of pupils**2**

Attainment at the end of Year 6 is broadly average reflecting good achievement for this particular group of pupils from their starting points. Pupils with special educational needs and/or disabilities make equally good progress and a good proportion attain average levels. They make particularly good progress in their personal development and have high levels of self-esteem and self-confidence. Attainment has been high at the end of Reception and Key Stage 1 for the last three years. This trend is being maintained at Key Stage 2 and, as a result, attainment is improving strongly across the school.

Learning and progress in lessons are good. Pupils enjoy learning, take pride in their work and concentrate well. In a good lesson in Year 2, pupils' attention was captured by characters in a story walking through the magic mirror. The stories they subsequently wrote were detailed and imaginative. Pupils in Year 6 demonstrated effective learning when they used the correct mathematical language to talk to each other about how they solved challenging problems. However, not all pupils in Key Stage 2 are confident to explain how they reached a particular answer in mathematics. Some pupils in lower Key Stage 2 do not know how well they are doing in mathematics and how to improve their learning.

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Pupils develop important literacy, numeracy and information and communication technology (ICT) skills well when completing work in the numerous thematic projects they undertake. Attendance is good and pupils arrive in school on time and ready to learn. Pupils are developing good insight into their own and others’ feelings and emotions. The ‘big issues’ are tackled openly and themes are challenging. Parents and carers were moved by the assembly Year 5 and 6 pupils presented about the Holocaust. Pupils say that the reward system is fair. They know that misbehaviour has consequences and so most follow the rules closely. Playtimes are active and amicable occasions. Older pupils organise games for younger pupils to enjoy. Pupils have a good understanding of how to keep themselves safe, for example, through cycling proficiency and road safety talks. They recognise the potential dangers of using the internet.

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	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	2
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

How effective is the provision?

Most teachers use their knowledge of pupils’ achievement to ask questions that deepen their understanding and extend their thinking. Teachers explain why learning is good in English and give pupils detailed guidance on how to improve. Feedback to pupils about their learning is more variable in mathematics: assessment information is not always used consistently in all Key Stage 2 classes to build effectively on pupils’ prior learning in mathematics. Pupils are motivated and enthusiastic about learning when teachers use a range of methods to engage their interest such as drama, research and group investigations. Teaching assistants give good support to enable all pupils to play an active part in their learning and especially those with

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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special educational needs and/or disabilities. Pupils are involved in planning the curriculum themes, thus helping them to guide their own learning. The global learning project is the key driver for this. The numerous after-school clubs and extra-curricular activities promote good personal skills and enrich learning.

Procedures for ensuring pupils’ safety and welfare are comprehensive. Pupils, staff and visitors know what to do in an emergency and follow the rules consistently. Focused and individualised support and guidance for pupils with special educational needs and/or disabilities break down the barriers to learning and enable them to achieve well particularly in their personal achievements. Transition arrangements ensure children settle quickly into the Reception class and pupils move to secondary school with confidence.

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	2

How effective are leadership and management?

Pupils’ learning is monitored closely. A detailed analysis and evaluation of assessment data leads to the setting of challenging targets for improving teaching and raising pupils’ achievement. Regular pupil progress meetings ensure that targets are constantly reviewed and adjusted. Teaching is observed regularly and checked to make sure that agreed improvements have been implemented. Assessment information is not always used to focus monitoring activities and so ensure that all teachers consistently plan learning that challenges pupils.

The school’s leadership and governing body have an accurate view of strengths and improvement priorities resulting in clearly targeted plans for improvement and good outcomes for pupils. The governing body is very involved in the life of the school and supports and challenges the school effectively. It ensures safeguarding procedures are monitored at every meeting to ensure consistency in practice and effectiveness in outcomes.

The school ensures that all pupils are involved in all activities relevant to their age and experience. Discrimination is tackled proactively through assemblies, lessons and curriculum themes. Partnerships with local schools promote pupils’ good knowledge and understanding that communities within Britain have ethnic, religious and socio-economic differences to their own. The global learning project gives good opportunities to learn about communities in the wider world.

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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	2
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	2

Early Years Foundation Stage

When they start school, children’s skills, knowledge and abilities are in line with those expected for their age except in their personal, social and emotional development which is above that expected. Excellent teaching and highly relevant learning experiences quickly build on these starting points. All children make excellent progress and by the end of the Reception year they are all confident learners, playing a full role in planning, guiding and assessing their own learning. Attainment is high and nearly all exceed the national averages in each of the areas of learning by the time they start Year 1. Particularly strong is their knowledge of letters and the sounds these make, which they use to good effect when reading and writing independently. Outstanding leadership and management have resulted in strong improvements to the learning environment and to children’s learning since the previous inspection.

The learning environment is welcoming and the organisation of learning encourages the children to become independent quickly. After only four days in school, the children were totally engrossed in their learning throughout the day. They looked after their personal needs and possessions well and followed the routines. ‘It’s tidy up time,’ they chorused when the music started to play. Assessments are detailed and focus on not only the activities that the children have enjoyed but also the knowledge and skills they have developed as a result. This information is used highly effectively by adults to plan and guide learning during adult-led activities and those that the children plan and choose themselves. Independent activities provide excellent opportunities for children to practise key reading, writing and numeracy skills such as counting out the number of cake cases they will need if they make two

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cakes each, sharing a favourite story or writing directions on their maps to help other 'explorers' find their way. The Forest School enables children to be adventurous and to develop and apply learning in a safe outdoor environment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An above average proportion of parents and carers returned a questionnaire. Most reflect parents' and carers' satisfaction with the school. The inspection endorses the positive views that pupils enjoy school, that they feel safe and know how to keep healthy. Pupils are particularly well prepared for the Reception class and for their move to secondary school. The great majority of parents and carers feel well informed about their child's progress and feel able to support learning at home. A very small number expressed concerns about their children's progress. Overall, pupils make good progress although there is some variability in mathematics in Key Stage 2. A few parents and carers expressed concerns about how quickly the school handles unacceptable behaviour. Inspectors found there are very few instances of unacceptable behaviour and pupils confirm that these are dealt with fairly and quickly.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chaddesley Corbett Endowed 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	51	36	43	4	5	0	0
The school keeps my child safe	43	51	38	45	2	2	0	0
The school informs me about my child’s progress	23	27	54	64	7	8	0	0
My child is making enough progress at this school	27	32	42	50	11	13	2	2
The teaching is good at this school	28	33	49	58	4	5	1	1
The school helps me to support my child’s learning	26	31	51	61	2	2	2	2
The school helps my child to have a healthy lifestyle	34	40	47	56	2	2	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)	41	49	37	44	1	1	0	0
The school meets my child’s particular needs	34	40	38	45	8	10	0	0
The school deals effectively with unacceptable behaviour	21	25	47	56	10	12	5	6
The school takes account of my suggestions and concerns	25	30	48	57	6	7	3	4
The school is led and managed effectively	30	36	44	52	7	8	1	1
Overall, I am happy with my child’s experience at this school	35	42	45	54	4	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



15 September 2011

Dear Pupils

Inspection of Chaddesley Corbett Endowed Primary School, Kidderminster, DY10 4SD

Thank you for making us feel so welcome when we visited your school recently. Thank you to those of you who returned a questionnaire and took the time to tell us so much about your school.

Chaddesley Corbett is a good school. The adults who work in school help you to achieve well in your learning and in your personal development. You make good progress because you are given good guidance and support, the curriculum is interesting and teaching is good. Many of you enjoy the extra activities that take place during and after school. You make a good contribution to the school through house, school council and eco-school activities, taking part in school and village activities and giving your views at other times. You are all very polite and behave well. You told us that you feel safe and that the school always sorts things out quickly if you have a concern. You have good opportunities to keep fit and healthy. We agree with those of you who said school dinners are healthy and delicious.

We have asked your school to improve three things. We want to see more good teaching in mathematics in Key Stage 2 so that you are doing challenging work in lessons and are all confident to talk about your learning. We have asked that all teachers give you clear feedback about your learning in mathematics so that you are clear about how well you are doing and what you need to do next to improve. Finally, we have asked your headteacher to make sure that teachers use the information they have about your learning to plan lessons that help you all make good progress.

You can help by telling your teachers if you are not clear or sure about anything, by asking them what you need to do next to improve and then doing it. Thank you again for your warm welcome.

Yours sincerely

Georgina Beasley

Lead inspector

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