

St Chad's CofE (VC) Primary School

St Michael Road, Lichfield, WS13 6SN

Inspection dates 9–10 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and attain above average standards in English and average standards in mathematics by the end of Key Stage 2. Pupils in Years 5 and 6 make accelerated progress and standards are rising.
- Teaching is good and some is outstanding. Work is generally well planned to challenge and support all groups of pupils, including those who are disabled and with special educational needs.
- Behaviour is outstanding. Pupils enjoy lessons because the activities interest and motivate them. Pupils say they feel safe, and most parents and carers agree.
- There is a positive atmosphere in the school and relationships are good. Displays in classrooms and corridors both encourage and celebrate pupils' successes.
- The broad and balanced curriculum is well organised and provides interesting learning opportunities that make a positive contribution to pupils' spiritual, moral, social and cultural development.
- Leadership, management and governance are strong. Senior leaders carry out robust self-evaluation that ensures continuing improvement in the school's performance.

It is not yet an outstanding school because

- Pupils' achievement in mathematics especially in Years 3 and 4 is not as rapid as in English.
- There is not enough outstanding teaching to further raise pupils' attainment and accelerate progress.
- Not all subject leaders are sufficiently involved in monitoring and evaluating teaching and its impact on pupils' learning.

Information about this inspection

- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors observed 12 lessons and saw all the teachers on site teaching. One teacher was off site with Year four on an outdoor education residential visit, but was interviewed. Two of these observations were conducted jointly with the headteacher. They also observed playtimes, lunchtimes and the breakfast club.
- Discussions were held with pupils, governors, senior and middle managers, and parents and carers, and pupils were heard reading.
- Inspectors received the views of staff through 26 responses to the inspection questionnaire and took account of the 95 responses to the parents' on-line survey (Parent View).

Inspection team

Terry Mortimer, Lead inspector

Additional Inspector

Ian Hart

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The majority of pupils are of White British heritage, the remainder come from a range of minority ethnic groups and the vast majority of pupils (97%) have English as a first language.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals, looked after children and those from service families is below the national average.
- The proportion of disabled pupils and those who have special needs supported through school action is well below average and the proportion supported at school action plus or through a statement of special needs is well below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for pupils.
- The Pre-school (Jigsaws) shares the school site, managed and run by a parent run registered charity, and is inspected separately by Ofsted.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement, in mathematics particularly in Years 3 and 4 by:
 - enabling teachers to observe the best teaching taking place so that they can replicate the most effective practice
 - ensuring all pupils are provided with sufficiently challenging work
 - increasing the opportunities for pupils to use their numeracy skills in practical ways
 - sharing marking comments and feedback more regularly with pupils so that they know how well they are doing and what they need to do to improve their work.
- Enhance the effectiveness and impact of leadership and management by:
 - developing the monitoring and evaluation roles of subject leaders.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills that are in line with those expected for their age. They grow in confidence and acquire early reading, writing and number skills which prepare them well for their learning in Year 1, where they start with typically average skills.
- In the recent assessment of reading skills at age six, more pupils than average attained the expected standard, reflecting the good progress made in the reception class and Year 1.
- In the 2012 national assessments at the end of Year 2, standards were above average in reading, writing and mathematics and have been improving for the past three years. Pupils make good progress and achieve well across Key Stage 1.
- By the end of Year 6, standards are above average in English and average in mathematics. Pupils in Year 6, and increasingly in Year 5, are now making accelerated progress and the school's assessments and the work in pupils' books shows outstanding achievement. However, some pupils in Year 3 and Year 4 are not making consistently good progress, particularly in mathematics.
- Pupils achieve equally well in reading and writing. They say they find books interesting and enjoyable using books and computers for research, which they do independently and with great confidence. Pupils use their skills well in other subjects. For example Year 6 pupils are reading about Aztec life and writing about the Spanish invasions from various viewpoints.
- Pupils work competently in all areas of mathematics but they do not have sufficient opportunities to use their numeracy skills practically to support work in the subject they study as much as they do in reading and writing.
- Pupils do well in subjects such as art and information and communication technology (ICT). They take part enthusiastically in exciting whole-school activities and residential visits which promote their team-building and group-working skills well.
- Disabled pupils and those who have special educational needs make good progress. This is because adults give just the right amount of support to help them learn successfully.
- Results in 2012, though higher than in 2011, showed a three term gap in attainment between pupils known to be eligible for free school meals and others. The school is tackling this effectively with additional small group work, extra adult help and well-targeted resources helping pupils to make up lost ground quickly.

The quality of teaching is good

- Teaching is good and as a result most pupils achieve well over time. There is some outstanding teaching and learning, more typically in reading and writing than mathematics. The large majority of parents and carers agree that teaching is good.
- Teachers have high expectations and plan lessons that stimulate and motivate pupils to learn. In the best lessons effective use is made of searching questions to find out what pupils are thinking and teachers make good use of 'talk partners' to enable pupils to discuss what they intend to

write. For example, outstanding progress was made in a Year 5 English lesson where pupils discussed the 'Wind in the Willows' and decided how they could continue this traditional tale in a different way to the original.

- Time is used well in most lessons, pace is sustained and work is well matched to pupils' abilities. For example, in a mathematics lesson, one group worked by themselves solving problems speedily and accurately and extending what they had learnt earlier while the teacher reinforced a point she had picked up in marking with another group. Lower ability pupils worked successfully with a teaching assistant, who questioned them expertly so that they built their knowledge and understanding well.
- Occasionally, the tasks given to the most able pupils are not sufficiently demanding and this holds back their progress towards reaching higher levels in their work, especially in mathematics in the early part of Key Stage 2.
- Teachers provide a language and literacy-rich environment that stimulates good learning. Visits to places of interest including outdoor education centres inspire pupils to write extended creative pieces of good quality.
- Marking is generally up-to-date with frequent use of praise fostering good attitudes and motivation. Sometimes the comments teachers make do not show pupils how to improve their work.
- The vast majority of the capable teaching assistants provide good, and at times outstanding, support for disabled pupils, those who have special educational needs and those supported through the pupil premium.
- In a lesson observed in Reception, the whole class were highly motivated, sustained concentration as they engaged in practical mathematical activities and made good progress.

The behaviour and safety of pupils are outstanding

- The school strongly promotes pupils' personal development and as a result they show a great deal of respect for each other and staff. Discussions with Year 6 pupils illustrated how much they are helped to do well in school and appreciate the wide range of activities they experience. Their attendance is above average.
- The school is a safe and caring community, the vast majority of the parents who completed the online survey agree. One comment from a parent stated, 'The school provides a family like atmosphere, the staff are approachable, care about the children's well-being and development.' Pupils know how to keep themselves safe, for example, when using the internet as seen when the Reception class were working in the 'learning lab'.
- The school provides pupils with very attractive conditions for learning. Exciting displays that value the pupils' work and demonstrate high expectations of what can be achieved. Prompts and reminders strongly promote the pupils' communication skills.
- Behaviour in lessons is exemplary. Pupils settle to the tasks they are set quickly, concentrate fully on their work, and show high levels of determination. Pupils thoroughly enjoy lessons and the wide range of activities the school provides for them.
- Pupils have extremely positive attitudes to learning. This is evident in lessons and also in the

independent projects they complete for homework, which are evaluated by themselves, their parents and the teacher.

- Pupils behave exceptionally well, in assembly and at playtimes and when moving around the school. They agree that bullying is rare and that, if it happens, the school takes it very seriously and deals with it swiftly. If pupils have any concerns they know who to turn to. Parents are highly positive about behaviour in the school.

The leadership and management are good

- Since the last inspection, the headteacher, staff and governors have determinedly driven up standards. Senior leaders diligently monitor and evaluate the teachers' planning, lessons, the pupils' work and their progress. As a result, they have a comprehensive knowledge of how effective teaching is in enabling pupils' good overall achievement.
- Good opportunities for staff training coupled with the thorough management of teachers' performance underpin the school's drive to improve teaching. Regular lesson observations and pupil progress meetings support staff in their professional development and ensure they are held accountable.
- Subject leaders' roles are in development and not everyone is sufficiently involved in checking teaching and its impact on learning. The result is that some pupils in lower Key Stage 2 are not consistently making the progress of which they are capable in mathematics.
- Pupils' learning opportunities promote the development of literacy and increasingly numeracy well. The school offers a good range of out-of-school activities, including choir, cricket, girls' football, film and computer clubs. These are popular and well attended.
- Pupils' spiritual, moral, social and cultural development is very well supported. A planned programme of special events, visits, visitors and topics such as 'The Great fire of London', tropical rainforests, the trips to the outdoor centres, all give pupils memorable experiences.
- The school has good links with families. Opportunities for parents and carers to come into school and learn alongside their children are popular and well attended.
- The local authority has good knowledge about the school's performance. Because the school has not been one that causes the authority concern, recent support has been at a low-level.
- **The governance of the school:**
 - The governing body is well informed about the school. They know the school's strengths and areas for improvement, and how well it performs against schools nationally. They provide valuable support for the headteacher and make a good contribution to the school's drive for further improvement. Governors have an accurate view of the quality of teaching and how it links to pay. They know where the strengths in teaching are and how the school has tackled underperformance. They have a thorough understanding of the school finances, including the impact of the pupil premium, and how it is used to promote improved standards. The governing body ensures all national requirements are met, including those relating to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124259
Local authority	Staffordshire
Inspection number	406226
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Debra Davey
Headteacher	Claire Evans
Date of previous school inspection	4 July 2011
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