

# St Chad's Catholic Primary School

Hospital Street, Newtown, Birmingham, B19 3XD

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Over time, pupils' achievement is not consistently good. Recent improvements in the strategies to accelerate progress have not been in place long enough to secure improved achievement across the school.
- The checks made by senior and middle leaders on the quality of teaching do not focus sharply enough on how well pupils are learning.
- Pupils do not reach high enough standards in mathematics.
- Marking has not given clear guidance to pupils on how they can improve their work.
- Work is not always set at the appropriate level so that all pupils make the progress they should.
- Leaders, including governors, have not done enough following the last inspection to ensure that all pupils reach their full potential.
- Teachers who are in charge of subjects have only recently been given time to carry out their monitoring roles.
- Teachers have not had enough opportunities to learn best practice from each other or from external providers and so expectations about what pupils are capable of have not always been high enough.

### The school has the following strengths

- Recent changes and developments in the leadership of the school, including governance, are having a positive impact on the expectations of teachers, leading to improvements in pupils' learning.
- Good teaching in Reception helps children to make good progress from often low starting points.
- Attendance and punctuality of pupils are good, due in part to the strenuous efforts by staff to bring about improvements.
- Pupils are happy at school, behave well and enjoy good relationships with one another.

## Information about this inspection

- The inspection team observed 13 lessons, taught by all teachers. Two of the observations were carried out with senior members of staff.
- Meetings were held with the acting headteacher, his mentor, staff members, governors and a representative of the local authority.
- Discussions took place with groups of children, and others were heard to read.
- Questionnaires received from 19 staff were taken into account and inspectors talked with parents.
- Too few parents and carers completed the online questionnaire for results to be viewed.
- The inspection team observed the school's work and scrutinised a variety of documentation, including the school improvement plan, minutes of governing body meetings, data on pupils' current progress, records of the leadership's monitoring, the school's self-evaluation and records relating to safeguarding.

## Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Stuart Ransom

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The majority of pupils are from minority ethnic backgrounds, and the proportion who speak English as an additional language is above average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for children known to be eligible for free school meals, in local authority care, or with a parent in the armed services, is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action, school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- An acting headteacher has been in post since April 2013, and a new headteacher has been appointed from September 2013. The governing body has altered considerably over the past year, with experienced governors being appointed.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - using the information on pupils' progress more effectively to set targets and work in lessons so that all pupils make the progress they are capable of
  - ensuring that marking of work makes clear to pupils what they need to do to improve it, and how to reach the higher levels of attainment.
- Raise the attainment of pupils, especially in mathematics, so that it is at least in line with national averages, by ensuring that:
  - the mathematics curriculum is reviewed and revised so that it creates more opportunities for all pupils to be challenged and to reach their potential
  - pupils are given more varied opportunities to use mathematical skills over a range of subjects
  - leaders monitor the effectiveness of mathematics teaching more rigorously.
- Improve the impact of leaders and managers at all levels by:
  - ensuring that a rigorous system of performance management is used, linking improvements in teaching and pupil achievement to teachers' salaries
  - enabling teachers to see best practice in other schools in order to raise their skill levels.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils requires improvement as too few make good progress during their time at the school.
- Pupils' attainment in mathematics at the end of Year 6 in 2012 showed a significant fall and remains below that of others of their age. This is because too many do not make the expected progress, because of weaknesses in the curriculum and in the opportunities to use their developing skills in other subjects.
- Pupils join Reception with skills that are often below those typical for their age. They make good progress in their first year, but this slows by the end of Key Stage 1. As a result, their attainment in English and mathematics is still below average at the start end of Year 2.
- Achievement improves in English in Key Stage 2 so that pupils leave Year 6 with skills that are broadly similar to others of their age in reading and writing. Pupils are taught early how to link sounds with letters (phonics). The use of the library for pupils and their parents is having a positive impact on reading and helping them to read more widely for pleasure.
- Pupils eligible for the pupil premium, mostly those known to be eligible for free school meals, progress at varying rates in different subjects throughout the school. Although some still underachieve, their progress is improving. In 2012, pupils in Year 6 known to be eligible for free school meals were more than two terms behind their classmates in mathematics and over a year behind in English. However, in some year groups, they have exceeded the results of other pupils in English and mathematics. This is due to carefully targeted support and additional staff time.
- Pupils who speak English as an additional language make similar progress to their peers.
- Pupils with specific special educational needs and disabilities benefit from improvements in how the teacher in-charge has planned support and, for many, their achievement is in line with their peers because of the help provided.
- Teaching assistants make a valuable impact on pupils' learning. They are well managed, with highly appropriate performance management systems in place, which ensure that they support pupils well.

### The quality of teaching

### requires improvement

- Teaching requires improvement because not enough lessons promote good learning for all groups of pupils.
- Where teaching is good, it is often because teachers adjusted the tasks to take account of the abilities and needs of individual pupils so that all can make good progress.
- Sometimes, teachers do not ask enough questions to check on how well pupils are progressing, and spend too much time talking themselves, rather than asking pupils for their ideas or explanations. Sometimes, the pace of a lesson is not correct, leaving some pupils waiting for others to catch up.

- Teachers do not always use the information regarding pupil progress effectively enough to set clear targets. This can lead to pupils doing work that is either too easy or too hard.
- Recent improvements in how work is assessed, followed up and used to set appropriate targets for pupils is helping teachers to have a clearer picture of individual pupils' needs. In the best taught classes, this enables teachers to adapt the lesson accordingly to ensure that progress is good.
- Too many teachers do not yet give sufficient guidance to pupils as to how they can improve their work and reach higher levels of attainment.
- Teachers and teaching assistants plan appropriate learning activities to support pupils who are disabled or who have special education needs. Teaching assistants are used well to support pupils in small groups and individually but they are used less well in classrooms where teachers spend more time talking to the whole class. Pupils who fall behind in reading, writing and mathematics are provided with appropriately targeted catch-up sessions, designed to meet their needs.
- Where teaching is good or outstanding, it is because teachers plan carefully and with clear targets for individuals. These teachers ask questions that help pupils to think about their work, keep the pace of the lesson brisk and encourage pupils to investigate topics independently. Pupils are encouraged to take responsibility for their learning and progress through activities that allow them to work at their own pace, not having to wait for the class to catch up.

### **The behaviour and safety of pupils are good**

- There is a real sense of pride held by pupils about their school. This is a welcoming and friendly school where pupils are happy to attend.
- There is a strong development of spiritual, moral, social and cultural values within the school. Pupils learn about the needs of others, with recycling schemes in place to raise money for projects overseas.
- Pupils get on well together and treat each other with respect. Visitors are made welcome, and pupils are happy to talk about their school and about their learning. They arrive to school on time, move around the school without fuss, and attend lessons punctually.
- Attendance is above average due to the vigilance of the school.
- Pupils say that there is little bullying or class disruption, but that it can occur. They know how to keep safe, feel secure and are clear about whom to ask for help. Some pupils commented about the silliness of others in some lessons, and that there are occasions when the work is boring, but mostly they are happy with their learning.
- Pupils have many opportunities to support one another in a variety of ways. For example, the ecology and gardening groups are having an impact upon learning in those areas, and providing opportunities for pupils to take on responsibilities. The school pupil council has, for example, already been involved in the development of the new science curriculum plans.
- In lessons, pupils' behaviour is sensible, but it rarely leads to them being fully involved in working to extend their learning. When concentration levels dip and pupils become restless, this is normally because work is not set at the appropriate level.

**The leadership and management requires improvement**

- The leadership has not addressed the weaknesses in achievement and teaching until recently. For example, there are not enough opportunities for teachers to visit outstanding providers in other schools. There is still a level of complacency amongst some teachers, although this is now being challenged by leaders and governors.
- The reasons for the poor mathematics results for Year 6 in 2012 have not been investigated thoroughly enough. Too many excuses have been put forward and too little has been done to assess the quality of the curriculum and teaching.
- Teachers have not been subjected to rigorous appraisal of their performance. However the new acting headteacher is linking pupil progress and the quality of teaching and learning to teachers' targets from the end of the current appraisal cycle. Expectations are now much higher and checks more rigorous.
- The appointment of the acting headteacher, together with the appointment of the new headteacher from September 2013 and a number of new staff, have all helped to raise staff expectations as to what the school can and must achieve in the near future.
- Together with governors, the acting headteacher has quickly and accurately assessed the school's strengths and areas for development. Appropriate strategies to raise attainment and improve teaching and learning are being put into place, with the support of the local authority, and are showing improved progress. Teachers are supportive of the school's improvement strategies, although some have not yet to fully understood the need to take on personal responsibility for improvements.
- The monitoring skills of leaders in science and special education needs are rapidly improving, and the pupils are benefiting from the positive changes in those areas.
- There is a real and successful drive in the school to ensure equality of access for all, with many extra activities, including visits and residential trip, adding to the quality of learning. The management of the pupil premium funding is good, resulting in these pupils sometimes making better progress than their peers.
- The parents and carers who spoke with inspectors all noted the significant improvements over the past term and feel that their children can do well in the school.
- The local authority has been providing increased support for the school during the past year. This is especially helpful in the developments being created by school leaders and governors.
- **The governance of the school:**
  - The governing body requires improvement because it has not acted strongly enough over time to challenge what it was being told. Too few questions about leadership, pupil progress and the quality of teaching have been asked. The amount and type of information given to governors has been less than it ought, although this has changed rapidly this term.
  - The appointment of new governors, some of whom are highly experienced in the field of education, has brought about a swift change in the quality of governing body meetings and expectations. Governors are now using their knowledge of teachers' performance and how it relates to teachers' pay to bring about some improvements in teaching. They fully understand how the pupil premium is allocated and used, and are able to question the impact it is making.

All expected levels of safeguarding are overseen by governors. They ensure that all safeguarding requirements are met and that the school is a safe place to be.

## 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

<b>Unique reference number</b>	103435
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	400619

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Gerry Breen
<b>Headteacher</b>	Alex Carroll
<b>Date of previous school inspection</b>	10 June 2010
<b>Telephone number</b>	0121 4646554
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