

Chadsmead Primary Academy

Friday Acre, Lichfield, Staffordshire, WS13 7HJ

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children get an excellent start to their education in the Nursery and Reception Years. They make outstanding progress in all areas of their early development.
- All pupils benefit from teaching that is at least good and often outstanding so they all make excellent progress from the moment they join Key Stage 1.
- Information about pupils' capabilities and needs is used very efficiently to check they all make the best possible progress, regardless of ability or background.
- Pupils in danger of falling behind, or who need extra help, are identified very early and given prompt support so they too achieve exceptionally well.
- Teachers are confident in setting demanding tasks for their pupils. They know pupils will respond with enthusiasm and make every effort to achieve their very best.
- Teachers are highly successful in encouraging pupils to find things out for themselves from the very earliest stages. Teachers ensure that pupils develop high levels of independence in their learning.
- Pupils have excellent attitudes to learning, although on occasion younger pupils do not use their good knowledge of letters and sounds well enough to make sure they spell more difficult words correctly.
- Pupils behave exceptionally well in lessons and at break times. Consequently, they feel safe in the academy and look forward to coming. Attendance and punctuality are good.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils are extremely proud of their academy and have excellent personal qualities.
- The headteacher has very successfully created an environment in which high expectations and high standards are the norm.
- Leaders regularly check on the quality of teaching and learning. Through rigorous procedures, using a wide range of evidence, they have established a record of providing a high quality education.
- Senior leaders hold teachers to account for the achievement of pupils in their classes, using detailed evaluations of progress information for all groups of pupils.
- Governors are fully aware of their commitments as the sole responsible body for the academy. They have a high level of involvement in running the academy. They question and challenge leaders so the quality of education remains outstanding.

Information about this inspection

- Inspectors observed 15 lessons and saw all teachers teaching. None were observed jointly with senior leaders.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, senior leaders, staff and pupils. An inspector held a meeting with a representative group of parents.
- Inspectors looked at a wide range of documentation, including the academy’s improvement plans, its own judgements on its strengths and weaknesses, and the data it collects on pupils’ progress. Documents detailing the academy’s arrangements for safeguarding were reviewed.
- Questionnaire responses from 19 members of staff were analysed.
- The inspection team took account of 54 responses to the online questionnaire (Parent View).

Inspection team

David Speakman, Lead inspector	Additional inspector
Christopher Webb	Additional inspector
Enid Korn	Additional inspector

Full report

Information about this school

- Chadsmead Primary Academy converted to become an academy school in August 2011. When its predecessor school, Chadsmead Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- The academy is larger than the average-sized primary school.
- Most pupils are White British. A well-below-average proportion of pupils come from minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well below average. No pupils are at an early stage of learning English.
- The proportion of pupils supported by the pupil premium is about average. This is additional funding for pupils known to be eligible for free school meals, children in the care of the local authority, and those who have a parent serving in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is before- and after-school care on site. These facilities are run independently and were not included in this inspection.
- The headteacher is due to retire from the profession at the end of the current term. A new headteacher has been appointed to start in September 2013.

What does the school need to do to improve further?

- Extend the teaching of phonics (letters and the sounds they make) to support improvement in pupils' spelling at Key Stage 1 and in early Key Stage 2.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Nursery with skills and knowledge lower than those typical for their age. A similar number join at the beginning of Reception, many not having experienced early schooling.
- Children make excellent progress in all areas of learning in the Nursery and Reception classes, but particularly in learning how to communicate and in their personal development. Constant interaction means children acquire communication skills quickly and develop self-confidence. They are excited by learning and readily engage in learning through experimenting and exploring, developing high levels of independence at a very early age. By the time they join Year 1, most have achieved a good level of development.
- Pupils in the academy currently make excellent progress to reach above average standards. Pupils make excellent progress throughout Key Stage 1 and, by the end of Year 2, standards are above average, particularly in writing. By Year 6 standards are above average in reading, writing and mathematics. Pupils in Year 5 are working at levels that are between two and three terms ahead of where they are expected to be for their age.
- Academy data, lesson observations and pupils' work books all show excellent progress over time. The proportions of pupils in each year group making more progress than is nationally expected are well above the national percentages.
- In 2012, reported achievement at Key Stage 2 was not as good as it is currently. Since its last inspection, a large number of pupils joined the academy, many during Key Stage 2 and some with significant barriers to learning. For those who completed the key stage, the percentages making and exceeding the nationally expected progress were well above the national average. Progress was outstanding and standards were above average.
- Results of the national screening in Year 1 to check pupils' knowledge and understanding of phonics (letters and the sounds they make) are high when compared to the national proportion of pupils reaching the expected standard. Pupils throughout the academy enjoy reading a wide range of books, including information books, and choose them for interest. Most are fluent readers and have effective strategies to read unfamiliar words. They can recall main ideas from text with impressive accuracy and detail.
- Pupils' writing is interesting to read. It is well presented and extended writing is well ordered and contains an excellent choice of words. For example, Year 1 pupils edited their own poems and made them more interesting by cleverly adding adjectives and adverbs. Writing is mostly accurate, but there are some weaknesses in spelling more difficult words evident in the work of Year 3 pupils.
- Pupils have excellent calculation skills and are very good at developing their own methods to solve mathematics' problems. Year 5 worked out their own methods to solve problems using their knowledge and understanding of early algebra and applied their number skills very well while doing so.
- Pupils make excellent progress across a wide range of other subjects. They use reading and writing skills in other subjects very well and build a broad base of general knowledge. There is much high-quality artwork on display. Singing is of a very good quality. Many pupils learn to

play instruments to a high standard. Pupils have excellent computer skills, and contributed to building the academy's new website.

- The learning needs of disabled pupils and those who have special educational needs are met exceptionally well so they too make excellent progress. Staff are very effective in developing pupils' core skills in closely targeted support groups and in class. Consequently these pupils are able to keep up with their friends.
- The progress of pupils eligible for the pupil premium is outstanding and they are catching up with other pupils. In the 2012 national tests at the end of Key Stage 2, they were about two terms behind and making progress similar to others. This year, academy assessment data shows they have caught up and achieve similar standards as others.

The quality of teaching is outstanding

- Teaching is of a consistently high quality at all key stages so pupils at all ages make excellent progress. Teachers have high expectations of what pupils are capable of doing and set demanding tasks. This is a feature common to all classes so pupils make continuously excellent progress from the very beginning.
- Teachers manage the time in lessons very well. They balance the time they spend introducing learning with that pupils spend applying newly learned skills. Pupils have a good amount of time to practise and consolidate new learning.
- Outstanding teaching of reading, writing, numeracy and information and communication technology shows in high standards and excellent progress. Learning is set into context so pupils see a purpose to their learning. In English, for example, they wrote vivid recounts of their performance in Lichfield Cathedral during the city festival. Children in the Early Years are given stimulating opportunities to explore and investigate.
- Tasks are carefully planned to build on pupils' previous learning and are demanding so pupils continue to make rapid progress. Assessment information is used carefully to match the next steps in learning to what pupils have already learned.
- Teachers use technology very well, both to enrich their teaching and to support pupils' learning. They use interactive white boards to present new ideas clearly so pupils understand straight away. They make computers available to support pupils' learning. So, for example, some Year 5 boys who found writing a challenge were provided with laptops to help them record their ideas.
- The progress of pupils known to be eligible for pupil premium funding is very carefully monitored. They are taught exceptionally well through focused support in class, in small groups or through one-to-one support.
- Disabled pupils and those who have special educational needs are taught very well. Early identification of their needs means support is provided from the earliest opportunity. Staff are carefully deployed to support these pupils in class so they are fully included. Progress is carefully monitored to ensure they make at least expected progress.

The behaviour and safety of pupils are outstanding

- Pupils have excellent attitudes to learning and approach tasks with enthusiasm and a

determination to do their very best. They take on a great deal of responsibility for their own learning and, from a very early age, look for ways to improve their work. They enthusiastically answer questions. They appreciate the ways teachers make the day fun.

- Pupils speak exceptionally well about behaviour in the academy. They say their learning is very rarely interrupted by poor behaviour. They are aware that pupils occasionally 'fall out' but they say teachers deal with any potential issues straight away.
- The academy provides a high level of good quality care and support. Pupils say the academy is 'dyslexia friendly' and pupils who have found difficulty in settling in other schools feel very comfortable at Chadsmead. Staff provide for everyone through excellent pastoral support. This helps pupils to fit easily into routines, make excellent personal development and learn very well. Pupils with identified behaviour problems soon conform to the behaviour expected of them.
- Pupils know how to keep themselves safe and feel very safe whilst in the academy. They have a good understanding of the different types of bullying and know what to do if they ever need help. They have a very good understanding of how to stay safe whilst using the internet, both in the academy and at home.
- Any issues relating to the poor attendance of a very few pupils during last year have been resolved. Attendance then was average and this year it is above. Pupils arrive on time.
- Most parents who responded to the on-line questionnaire say their children are happy, safe and well looked after, and that behaviour is good. The group of parents spoken to during the inspection praised pupils' behaviour in school and when out on visits.

The leadership and management are outstanding

- Staff are exceptionally well led by the headteacher and work as a highly effective team. The headteacher and the senior leadership team have very high expectations of the work of the academy. Over time, the headteacher has established a culture through which everyone, pupils and staff, will have the opportunity to do their very best.
- Rigorous arrangements for checking teaching have helped maintain its outstanding level. All teaching seen during the inspection was good or outstanding. School leaders visit classrooms regularly, look at teachers' planning and check pupils' work to see that they are making good enough progress. Any areas identified for improvement are noted as priorities for development and followed through.
- Senior leaders keep a detailed check on the progress of all pupils. Information on their progress is brought together into an 'executive summary' to check pupils are meeting the demanding targets their teachers have set for them. Staff are held accountable for the progress of their pupils in regular reviews of progress with senior leaders.
- Subject leaders have a positive impact on curriculum planning and standards in their subjects. The curriculum is outstanding and promotes pupils' interest through themed weeks, interesting topics, a wide range of after-school clubs and a good range of visits and visitors. There are many opportunities for pupils to practise writing in other subjects, but fewer to develop their phonic awareness to improve spelling. The learning needs of all individuals are supported and curriculum provision ensures all have equal opportunity to succeed.

■ Provision for pupils' spiritual, moral, social and cultural awareness is excellent. Assemblies are used very well to promote the academy's values, to reward best achievement in their work, sports, music and personal qualities. High standards are encouraged in everything the academy does, including the wearing of school uniform. Pupils are encouraged to have high levels of respect for themselves and others and this shows in the care they take in presenting their work. The school's exceptionally well-established links with the community mean that pupils develop good social awareness. Pupils are encouraged to use their understanding of right and wrong to make sensible choices.

■ **The governance of the school:**

- The governing body works exceptionally well with the headteacher in tackling issues identified through regular monitoring. Governors are very well prepared for any change and plan actions in advance rather than reacting to situations. They have prepared a detailed action plan to monitor the work of the new headteacher to ensure the academy continues to function at a high level of performance.
- Governors are regular visitors to the academy and know in detail how well teachers are doing their jobs through first-hand experiences and through the headteacher's detailed reports. They have full access to detailed assessment data, have a secure understanding of what this means and know how well the achievement of pupils compares with other schools.
- They have good levels of relevant expertise and challenge senior leaders on the academy's improvement. They are fully involved in the strategic planning for development and their decisions are well informed through staff presentations. They set clear targets in managing the performance of the headteacher and staff, making sure teachers' pay increases are linked to competence.
- They make sure statutory requirements are met, including for those for safeguarding. They ensure funding from the pupil premium is used well in supporting pupils who qualify.

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 pupil's 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 pupil's 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	137286
Local authority	Staffordshire
Inspection number	412521

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

Type of school	Primary
School category	Non-maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	David Cole
Headteacher	Lester Davies
Date of previous school inspection	Not previously inspected
Telephone number	01543 421850
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