

St Chad's CE (VA) Primary School

Upper Green Lane, Hove Edge, Brighouse, West Yorkshire, HD6 2PA

Inspection dates 17–18 October 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good and sometimes outstanding. As a result, the overwhelming majority of pupils make at least good progress in English and mathematics by the time they leave school.
- Most teachers plan exciting and interesting activities that capture the imagination of pupils. This motivates pupils and helps them learn well.
- Many teachers ask searching questions to challenge pupils to think deeply about what they are learning. As a result, pupils provide answers that are well thought out and from which all the class can learn.
- Pupils behave well and they have positive attitudes to learning. They work enthusiastically, striving to produce good work.
- Pupils say they feel safe and that they enjoy school. Attendance is above average.
- Leaders, managers and governors have developed a strong sense of purpose amongst all staff to drive the school forward. This contributes well to ensuring good teaching and achievement. As a result, pupils are well prepared for the next stage of their education.

It is not yet an outstanding school because

- There is not enough outstanding teaching and there is a small amount of teaching that requires improvement.
- Teachers do not always demand the highest standards in writing from all pupils, particularly boys.
- A few teachers do not always manage teaching assistants sufficiently well to ensure all pupils are making good progress.
- Some middle leaders do not use the school's data systems sufficiently well to identify what needs to be done to improve the learning of all groups of pupils to an outstanding quality.

Information about this inspection

- Inspectors observed 16 lessons given by nine teachers, one teaching assistant and one higher level teaching assistant. Two observations were undertaken jointly with the headteacher.
- Inspectors spoke to two groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with the Chair of the Governing Body and four other governors, school staff, and a representative of the local authority. In addition, inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings. Inspectors spoke to an education consultant employed by the school.
- The inspectors analysed 48 responses to the on-line questionnaire (Parent View). They spoke to some parents at the start of the school day. Inspectors took into account three letters sent to them from parents along with information provided by a parent by telephone.
- The views of 19 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Nicola Nelson-Taylor

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of girls on roll is well above average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Almost all pupils are White British. All pupils speak English as their first language.
- The proportion of pupils supported at school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds an Artsmark award and Investors in People status.

What does the school need to do to improve further?

- Improve the quality of teaching in order to further raise standards, particularly that of boys in Key Stage 1 and in writing, by making sure that all teachers:
 - consistently challenge boys to produce better quality handwriting, spelling, punctuation and grammar
 - give all pupils enough time to improve their work after it has been marked
 - provide more opportunities for pupils to evaluate each other's writing during lessons
 - check the skills of the most-able readers more often to help them read even better
 - manage teaching assistants' work consistently well and assess the quality of their work more often.
- Improve the impact of school leaders even further by:
 - ensuring that all middle leaders use data systems effectively to check the learning and progress of all groups of pupils, so that they can be more influential in raising achievement
 - driving up standards in writing and developing a rich learning environment in which pupils' high quality writing is a feature of display around school.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class from many different nurseries. On entry to the Early Years Foundation Stage, children's skills are overall below those typical for their age, although they vary considerably. In general, boys' skills are not as well developed as girls. Children make good progress and enjoy their learning due to good teaching and the wide range of interesting activities available to them. Children's skills are now typical for their age when leaving the Reception Year.
- From their different starting points, both boys and girls make good progress in Key Stage 1. In 2013, at the end of Year 2, standards reached by girls in reading and writing are well above average with standards in mathematics being above average. Although boys' attainment is below average, particularly in writing, this represents good progress from their starting points.
- Those pupils at the end of Year 6, in 2013, joined Key Stage 2 with standards that were broadly average. All of the pupils made the progress expected of them in English and mathematics with many pupils doing better than this.
- This good progress in English and mathematics resulted in pupils' standards in reading and writing being above average. Standards in mathematics were well above average. Overall, both boys and girls attained broadly similar standards, albeit with boys lagging slightly behind girls in writing.
- The most able pupils made outstanding progress in mathematics with many reaching the highest standard, Level 6. In reading and writing, all the most able pupils made the progress expected of them but not enough made more than this.
- Disabled pupils and those with special educational needs are making similar progress to others as they move up through the school. An analysis of pupils' work confirms that these pupils make good progress. This is due to the regular checks made on their progress and the good work done with them by both teachers and teaching assistants.
- Historically, there has been an extremely small proportion of pupils in receipt of the pupil premium; this is also the case now. Therefore, comparisons between their achievements and those who are not in receipt of the pupil premium are not statistically valid.
- Most pupils read widely, with many parents encouraging their children to use the local library. In school, even the youngest pupils are aware of how to choose books at an appropriate level of ability and are able to choose from a wide range of books. However, teachers do not listen often enough to older children with good reading skills. As a result, pupils are not always challenged to reach the very highest standards of reading by the end of Year 6.
- In the most recent screening check on Year 1 pupils' understanding of phonics (letters and the sounds they make) all pupils achieved at least the expected standard and many did much better than this. The school has provided training to all staff in the teaching of phonics and this helps pupils read well.

The quality of teaching is good

- Many teachers plan interesting and exciting tasks. These are highly appreciated by pupils and they say it makes learning fun. These tasks motivate pupils well and they respond enthusiastically. In a Year 6 English lesson, the teacher asked pupils to discuss 'how old is old?' After a brief discussion, they were given photographs of people of different ages and analysed their character to imagine the 'flashbacks' these people might have experienced. All pupils progressed well.
- Most teachers' questioning skills are good. Teachers give pupils enough time to be able to think about their answers and to give extended responses. In a Year 4 mathematics lesson, the teacher asked pupils how they would subtract pairs of two digit numbers mentally. Pupils gave a

variety of clear explanations that were listened to well by others. Pupils then applied the various techniques.

- All teachers make it clear to pupils what they are going to learn and what has to be done during the lesson. This helps pupils to focus well on their tasks and make good progress.
- In the best lessons, teachers have high expectations and challenge pupils appropriately. In a Year 2 Physical Education lesson, pupils developed their catching skills exceptionally well as the teacher skilfully increased the level of challenge throughout the lesson. Pupils responded well and challenged each other to catch the ball in different ways and from different distances. Good relationships are a feature of all lessons. Right from the start, in the Reception class, children work well together in groups and pairs following the instructions of their teachers well. Teachers and teaching practitioners have a strong focus on pupils' communication skills and on pupils' personal development. This is preparing children well for the next stage of their education.
- Regular homework is set for pupils to practise, apply and extend their learning. Almost all of the parents who responded to Parent View feel that homework is appropriate for their child's age.
- All teachers mark pupils' work regularly and in detail. Teachers give good suggestions for improvement. However, pupils are not given enough time to think about the suggestions and respond to them in order to improve their work further. This leaves some pupils repeating errors that should have been eradicated.
- Teachers are beginning to use pupils' good reading skills as a stimulus to improve their writing. An outstanding example of this was seen in Year 1. However, there are too many occasions, throughout the school, when teachers and teaching assistants do not demand the highest standards of handwriting, spelling and punctuation from all pupils, particularly boys.
- Pupils have good skills in evaluating each other's work. They identify good features in each other's work as identifying what needs to be improved. Teachers are not making enough use of these skills to improve the quality of pupils' writing.
- There are highly skilled teaching assistants who make a good contribution to pupils' progress. However, the work of teaching assistants is not always managed well by teachers. Their work with pupils in class or in small groups, apart from when they are supporting pupils special educational needs, is not always checked well enough by teachers to ensure pupils are given enough high quality support.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning because they are keen and eager to learn. Behaviour in lessons is good with pupils responding well to their teachers' good use of praise. Pupils' good behaviour allow lessons to flow without interruption and this supports their good progress.
- The school has high expectations of behaviour and pupils respond well. There are effective sanctions that are applied when occasional misbehaviour occurs. The school does not use exclusion as a sanction.
- The school uses a range of positive rewards, which have had a good impact in maintaining good behaviour. The school acknowledges pupils' achievements through a celebration assembly each Friday and this is greatly appreciated by the pupils. There is a strong sense of enthusiasm from staff and pupils about learning and developing as individuals.
- Pupils play well together at breaks and lunchtime using the good equipment purchased by the school. They enjoy using the 'trim trail', working in the flower garden and playing lots of active games. They socialise well and treat each other with respect and consideration. Year 6 are proud of their responsibility as play leaders to help younger pupils play well.
- Pupils say they are safe in school as they are well supervised at all times. They are confident in explaining how to keep themselves safe and know the main aspects of internet safety.
- They say they enjoy school because 'Nine out of 10 lessons are interesting and exciting'. Attendance is above average. The school is in the top 20% of primary schools for attendance. All groups of pupils attend well and there are no persistent absentees.

- Pupils confirm that behaviour in school is generally good and that any instances of misbehaviour or bullying are dealt with quickly. They are aware of the various forms of bullying including cyber-bullying. Since the last inspection, the school has educated pupils about bullying relating to prejudice and homophobia. Pupils say that these types of bullying no longer exist in the school. This is an indication of the school's intolerance of any form of discrimination.
- Pupils are polite, courteous and respectful to adults and other pupils. They have a well developed sense of right and wrong.
- There are many sporting clubs that are well attended and pupils speak knowledgeably about staying healthy. They enjoy their sporting successes and competition.
- Pupils, staff and parents confirm that the good behaviour seen during the inspection is typical.

The leadership and management are good

- The headteacher and the governing body have developed a strong sense of purpose among all of the staff. Staff have all been involved in formulating the school's main priorities for development and are committed to these improvements.
- The school has excellent systems for checking pupils' progress. The deputy headteacher measures the progress being made by each individual pupil and all groups of pupils, especially those in receipt of the pupil premium and those with special educational needs. Some middle leaders are not yet sufficiently skilled to use the information rigorously enough to identify clearly what has to be done to improve learning and progress for all groups of pupils.
- Performance management is robust. The school uses the national teaching standards to identify the skills teachers need to improve. The school links performance management to pupils' achievement targets and further training for teachers.
- Teaching assistants have a performance review system to establish training needs. This is a good example of equality of opportunity. Although there has been training to support the further development of pupils' good reading skills the school knows there is further work to be done to enable teaching assistants to help to drive up standards in writing.
- The curriculum captures pupils' imaginations and they enjoy the themes and subjects on offer. School trips and visits support pupils' work well. However, leaders and managers have not yet created a fully rich learning environment because pupils' writing is a not feature of display around the school. The religious nature of the school and the good opportunities for art and music make a strong contribution to pupils' spiritual, moral, social and cultural education.
- Pupils enjoy the many opportunities to join school clubs. The school has many competitive sports teams and has been successful in swimming competitions and football tournaments. Pupils' participation in a wide range of sports is high. The new primary school sport funding allows a group of local schools to employ professional sports coaches to work in physical education lessons as part of a training programme for teachers. This is contributing well to pupils' healthy lifestyles, physical well-being and enjoyment of sport.
- In the past, the local authority has not provided enough challenge for the school. However, it has linked the school to other local schools in order to share effective practice. This has helped the school to establish better practice in the Early Years Foundation Stage, to develop its excellent systems for tracking pupils' progress and to explore ways of further improving standards in writing, especially for boys.
- **The governance of the school:**
 - Guided well by the Chair of the Governing Body, governors have supported the headteacher in establishing the school's priorities. They understand pupils' progress data and ask searching questions of the headteacher to determine the quality of teaching and learning in the school. Governors know the school well, as there are 'class governors' who visit school. They meet with subject leaders and receive reports from them on a regular basis. Governors hold senior leaders to account for all aspects of the school's work which is checked at each meeting of the governing body. They use their skills well to check the school's budget. They have approved

the use of the primary school sport funding and the pupil premium funding. Governors use pupil premium funding to employ additional support staff and have supported the cost of educational visits. They have established an individual plan for each pupil in receipt of the premium so they can monitor the impact of the finances. Governors understand fully the arrangements linking teachers' performance and pay. When teachers' targets are not met, the governing body challenges the headteacher to ensure that there is improvement. Governors have exemplary systems for checking that the school meets the statutory requirements for 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	107549
Local authority	Calderdale
Inspection number	425760

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	216
Appropriate authority	The governing body
Chair	David Osborne
Headteacher	Graeme Genty
Date of previous school inspection	29 February 2012
Telephone number	01484 712361
Fax number	01484 711638
Email address	head@st-chads.calderdale.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

