

# Chuckery Primary School

Lincoln Road, Walsall, WS1 2DZ

## Inspection dates

12–13 March 2014

Overall effectiveness	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		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although pupils' progress is improving, not all groups of pupils are progressing quickly enough.
- The standards that pupils reach in English and mathematics by the time they leave school in Year 6 are not high enough.
- Teaching is improving but there is not enough good or outstanding teaching and too much still requires improvement. Teachers have too few opportunities to observe and learn from outstanding teaching within the school and in other schools.
- The expectations of some teachers are not high enough.
- Work is not matched sufficiently well in some classes to meet the learning needs of different groups of pupils, including the most able. A lack of challenge holds back their progress and questions are not used well enough to stretch them.
- The quality of handwriting, presentation and spelling is not high enough across the school because some teachers do not give enough attention to correcting errors when they mark pupils' work.
- There are not enough opportunities for pupils to apply their mathematical knowledge to real-life problems and pupils' ability to quickly recall basic number facts is not sufficiently secure.

### The school has the following strengths

- Senior leaders have made a significant difference to pupils' achievement, which is now improving. They have identified where teaching was inadequate and have provided training and support to improve it.
- Behaviour and safety are good. Pupils feel safe, get along well together and have a good understanding of and respect for each other's beliefs.
- Governors now have a good understanding of how the school is performing and where it needs to improve. They provide good support and challenge for school leaders.
- Parents are positive about the school and recognise and appreciate the improvements that have been brought about. They know their children are safe and well cared for.

## Information about this inspection

- Inspectors observed 21 lessons. Four of these were observed with senior leaders. Inspectors looked at work in pupils' books, heard two groups of pupils read and met with representatives of the school council and another group of older pupils.
- Inspectors looked at a range of documentation, including minutes of the governing body, assessments and records of pupils' progress, the school's records and checks relating to safeguarding and child protection, records of how teaching is managed and the school improvement and self-evaluation.
- Meetings were held with the headteacher, other senior staff, two governors and a representative of the local authority.
- The inspectors spoke informally to parents at the beginning and end of the school day. There were not enough responses to the online questionnaire (Parent View) for the responses to be considered but an evaluation was made of the recent parental survey carried out by the school.

## Inspection team

Adam Hewett, Lead inspector

Additional inspector

Brenda Iles

Additional inspector

Carol Jones

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average, with the majority of these being of Pakistani heritage. Two thirds of the pupils speak English as an additional language, and this is well above the national average.
- The proportion of pupils supported by the pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals, children of service families or those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion identified for additional support through school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor targets, which set the minimum expectations for attainment and progress.
- Over the last year, seven new teachers have been appointed, including five newly qualified teachers. The headteacher was appointed two years ago, shortly after the last inspection.

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

- Improve the quality of teaching so that it is consistently good or better in order to raise standards throughout the school by making sure that:
  - teachers' expectations of what pupils can achieve are sufficiently high and work is set at the right level to enable all pupils to make the progress they are capable of
  - the most able pupils are sufficiently challenged
  - teachers' marking in all subjects always tells pupils how well they have done and provides guidance on how to make further progress
  - teachers carefully question pupils to help assess their learning and deepen their understanding and knowledge
  - teachers have greater opportunities to observe and learn from outstanding teaching, both within the school and at other schools.
- Raise pupils' achievement, especially in mathematics and writing, by:
  - ensuring pupils are provided with more opportunities to apply their mathematics knowledge to real-life and problem-solving activities
  - increasing the number of pupils who reach the higher levels of attainment in assessments at the end of Year 2 and Year 6
  - ensuring that pupils are effectively taught strategies for the quick recall of number facts and can use them in their mathematics learning
  - ensuring errors in punctuation, spelling and handwriting are identified and corrected and the presentation of written work is of a consistently high standard.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' overall achievement requires improvement. As pupils move through the school, their progress varies. In the 2013 Year 6 assessments pupils had made very good progress from when they were in Year 2, but the standards they attained were below those found nationally in mathematics and reading. Too few pupils reached the higher standards in reading, writing and mathematics. Current school data indicate that pupils currently in Year 6, while making better progress than in previous years, are unlikely to reach the standards expected in writing and mathematics.
- In 2013, pupils' attainment by the end of Year 2 was below that found nationally in reading, writing and mathematics, with very few pupils attaining the higher levels in reading and mathematics and none attaining the higher levels in writing.
- Children join the Nursery with skills and knowledge that are below those typical for their age. They make steady progress throughout the Early Years Foundation Stage but are still well below the standard expected by the time they start in Year 1.
- Overall progress from Reception to Year 6, in recent years, has not been consistent across year groups because of differences in the quality of teaching and expectations that were too low from some teachers. Progress is now improving following the emphasis that school leaders have placed on improving the quality of teaching.
- Pupils are now making much better progress in reading. In the 2013 phonics (linking letters and the sounds they make) screening check, the proportion of pupils attaining the expected standard was above that found nationally. Pupils in both Key Stage 1 and 2 use their increasingly secure knowledge of letters and the sounds that they make to read unfamiliar words. Very effective one-to-one teaching of reading helps any pupils who are struggling with reading to quickly learn the skills required and to make rapid progress. Pupils enjoy reading and have access to a good range of stimulating and interesting books.
- The most able pupils have not made good progress because they have not been consistently challenged in all classes to reach the higher levels.
- Pupils from different minority ethnic backgrounds make at least similar progress to their peers and achieve standards that are in line with those of other pupils in school. The school offers good-quality language support to the large number of pupils at the early stages of learning English, making sure that they are able to take an active part in their learning. They make progress that is in line with that of other pupils in the school. This shows the success of the school's commitment to ensuring equality of opportunity.
- Disabled pupils and those who have special educational needs make good progress because their needs are identified early and they are provided with one-to-one or small-group teaching to help them catch up. Their progress is checked closely and further support provided if necessary.
- In Year 6, in 2013 the attainment of pupils eligible for the pupil premium was nearly a term ahead of their classmates in reading, but about a term behind in mathematics and a term and a half behind in writing. Data for eligible pupils currently in school show that their progress is now in line with that of other pupils in school in reading, writing and mathematics as any gaps in their progress have narrowed quickly.

### The quality of teaching

### requires improvement

- The overall quality of teaching requires improvement. There are examples of good teaching, with aspects that are outstanding, but this good practice is not shared effectively with other staff. The school is beginning to offer opportunities for teachers to visit other schools and learn from outstanding teaching elsewhere, but this is at an early stage of development. This means that the quality of teaching is still not consistent across the school, so pupils' progress is uneven.
- Teaching is effective when teachers have good subject knowledge and question pupils well. Pupils learn well, for example, when teachers explain clearly what they are expected to achieve

and when they use assessment information to challenge all pupils at the right level. In a Year 5 English lesson, pupils were all completely engaged in writing poems and achieved high standards. The teacher asked challenging questions, adapted to the pupils' different abilities, and their ideas and suggestions were used to produce an extremely well-constructed class poem.

- The teaching of reading has improved following a recently introduced whole-school approach to teaching phonics. This has had a positive impact on pupils' progress in reading. The approach engages pupils' interest and builds daily on skills already learnt.
- Where teaching is less effective, teachers set the same work for all pupils, regardless of ability, and pupils are not clear how much work is required or the standard of presentation that is expected. Basic errors, for example, in spelling, handwriting or presentation, are not corrected in teachers' marking of pupils' work and, as a result, they do not make the progress that they should.
- The quality of teachers' marking is variable. The strongest marking shows pupils clearly how well they have done, how they can improve their work and make better progress. The marking of pupils' English work is usually better than marking in mathematics.
- The most able pupils do not learn well when work is not sufficiently challenging and teachers' expectations are not high enough. These pupils, as a result, do not reach the higher levels of attainment of which they are capable.
- In mathematics there has not been enough emphasis on ensuring that pupils are taught basic number facts and can then quickly remember these and use them in calculations. There are not enough opportunities for pupils to use what they have learnt to solve real-life problems and this has slowed their progress.
- Teachers' assessments of the levels that pupils are working at have become considerably more accurate over the past 18 months as a result of effective work by school leaders to ensure that all staff understand clearly what to expect of pupils of different ages and abilities. This is leading to an improvement in the quality of pupils' written work, with greater opportunities for them to write across a range of subjects, including history, geography and science.

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

- The behaviour of pupils is good. Chuckery Primary is an extremely caring school. Pupils show consideration, respect and care for each other and form good relationships with both adults and other pupils. They have a clear sense of what is right and wrong.
- Pupils show positive attitudes to learning and are generally very keen to participate fully in lessons. Their behaviour at break time and lunchtime is good and they play sensibly with each other. Older pupils on the playgrounds are aware of the needs of younger pupils and provide a buddy system for them. Staff manage behaviour consistently and, as result, pupils know what is expected of them and strive hard to behave well.
- Bullying is extremely rare in school and pupils commented that it does not happen often because it is not allowed. Pupils are confident that, if it were to occur, it would be dealt with swiftly and firmly by staff. Pupils have a good knowledge of different types of bullying. The majority of parents spoken to felt that there is very little bullying in school and said that they regard behaviour as good. These views are reflected in the school's recent parental questionnaire.
- The school's work to keep pupils safe and secure is good. Staff have created a friendly and harmonious environment where all members of the community feel secure. Pupils are taught effectively about how to keep themselves safe, including when using the internet.
- The school works hard to ensure pupils attend school regularly and arrive at school on time. A home-link worker has built up good relationships with parents and carers and is used effectively to promote good attendance. Attendance is still slightly below average but is improving.

### **The leadership and management are good**

- Since the last inspection, the headteacher has remedied very weak or inadequate aspects of the school's work and this has led to increased rates of progress for the majority of pupils. He is very

well supported by a strong leadership team who share his drive and determination to improve the school's effectiveness. They have well-thought-out plans that identify what needs to be achieved, but recognise that improvement is still needed.

- Recent appointments of subject leaders for mathematics and English have helped introduce changes to the way that reading, writing and mathematics are taught in school. Their impact can be seen in the improvements in reading and in a more consistent approach to the way that pupils learn how to record calculations in mathematics. Other middle leaders are helping lead improvements in achievement, particularly for pupils in the Early Years Foundation Stage and for disabled pupils and those with special educational needs.
- School leaders accurately monitor the quality of teaching and learning and use the information from these observations to provide support where teaching needs to improve. Teachers' performance is managed increasingly well and pay progression is linked securely to performance.
- The headteacher has introduced improved methods for the assessment of pupils' progress in reading, writing and mathematics and the information gathered is now used well to record progress, set targets for attainment for all pupils and to identify areas for improvement.
- The school provides a broad and balanced curriculum and offers pupils a range of visits, including trips, for example, to Cadbury World and the local leather museum. Older pupils take part in a residential visit in North Wales. Pupils say they enjoy the additional activities that are offered, including sports and music clubs. Leaders and managers promote high levels of pupils' spiritual, moral, social and cultural development.
- The school is making good use of the additional sports funding by increasing the range of additional sporting activities available to pupils and by providing training for staff in how to teach dance and gymnastics effectively. This has resulted in increased pupil involvement in physical activities, especially amongst girls.
- The school places a strong emphasis on safeguarding all pupils and ensures that all statutory requirements are met.
- The local authority has worked closely with the school and has provided support as required. It recognises the improvements that have been brought about by the current leadership team, such as eliminating inadequate teaching.
- **The governance of the school:**
  - The school requested an external review of the work of the governing body in November 2012 and, as a result, it was reconstituted in early 2013, with more clearly defined roles and responsibilities for all governors. Recent training has also helped governors to be much more effective in monitoring and evaluating the work of the school and holding senior leaders to account for the progress of the pupils. They have a clear understanding of information relating to pupils' achievement and the quality of teaching. They ensure that the resources available, including the pupil premium, are used to best effect to increase progress for all pupils. They ensure that teachers are rewarded only when their teaching has a positive impact on pupils' achievement.

## 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>	132076
<b>Local authority</b>	Walsall
<b>Inspection number</b>	428898

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hajran Bashir
<b>Headteacher</b>	James Pearce
<b>Date of previous school inspection</b>	12–13 March 2012
<b>Telephone number</b>	01922 449104
<b>Fax number</b>	01922 449124
<b>Email address</b>	postbox@chuckery.walsall.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

