

# St Chad's CofE (C) Primary School

The Gateway, Redstreet Village, Newcastle, ST5 7AB

## Inspection dates

19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Standards at the end of Years 2 and 6 have been above or in line with the national average for the last three years. Pupils make good progress in reading, writing and mathematics by the end of Key Stage 2.
- Teaching is good and some is outstanding. Teachers regularly and accurately check pupils' progress. Pupils' needs are identified and appropriate support provided where necessary.
- Pupils feel safe, behave well and work hard. They get along well and look out for each other.
- Leadership and management are good. The headteacher has accurately identified areas for continued improvement. Children are at the centre of all decisions. She has created a 'no excuses' culture which is shared by staff and governors. Together, leaders have improved teaching and pupils' achievement.
- Governors are knowledgeable, skilled and determined. They perform their duties diligently.

### It is not yet an outstanding school because

- Boys do not consistently attain as well as girls in Key Stage 1.
- Reading skills are not consistently taught with the same precision as in writing and mathematics.
- Disabled pupils and those who have special educational needs do not achieve as well in reading and writing as they do in mathematics.

## Information about this inspection

- Inspectors observed 20 lessons across a range of subjects, of which six were joint observations carried out with school leaders. An inspector heard a group of pupils read and talked to them about how the school helps them to develop their reading skills. Inspectors talked with pupils and considered their work with them.
- Meetings were held with several randomly selected groups of pupils and inspectors talked with pupils about their work in lessons and informally around the school.
- Meetings were held with three governor representatives including the Chair and Vice Chair of the Governing Body, school leaders and managers, members of staff and a representative of the local authority.
- Inspectors considered 43 responses to the Ofsted online questionnaire (Parent View) prior to and during the inspection and took account of other evidence submitted by parents through letters and discussions. The school's own survey of parents' feedback was also taken into account. Inspectors analysed 19 questionnaires completed by staff.
- Inspectors examined a range of documents including the school's self-evaluation of its work, the school development plan, pupils' work, progress data, information on pupils' achievements and targets, minutes of meetings, records on attendance, case studies of pupils' behaviour and safety, records showing how the school cares for and protects pupils, details of monitoring of teaching and professional development and independent reviews by the local authority.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Deana Holdaway, Lead inspector

Her Majesty's Inspector

Margaret Eldridge-Mrotzek

Additional Inspector

Alwyne Jolly

Additional Inspector

## Full report

### Information about this school

- St Chad's is a larger than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The large majority of pupils are from White British backgrounds. Few pupils speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs who are supported at school action is below average. The proportion of such pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school receives additional government funding for primary school sport.

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

- Ensure that the attainment of Key Stage 1 boys, particularly in reading and writing, does not fall behind that of girls.
- Ensure that disabled pupils and those who have special educational needs achieve as well in reading and writing as they do in mathematics by the end of Key Stage 2.
- Ensure that reading is taught to a consistently high standard to equip pupils of all ages and abilities with the knowledge, skills and understanding they need.

## Inspection judgements

### The achievement of pupils is good

- Most of the children in the Reception classes enter the school with skills and abilities typical for their age. The wide range of purposeful learning activities ensures that the children achieve well, make good progress and are well prepared for Year 1.
- The proportion of Year 1 pupils who met the expected standard in the most recent phonics check, (the sounds letters represent), was much higher than the national figures. All five pupils who spoke English as an additional language achieved the expected standard. These pupils continue to perform consistently well in all subjects.
- By the end of Key Stage 1, boys' attainment in reading and writing was about six months behind that of girls.
- Standards at the end of Key Stage 2 in 2011 and 2012 were significantly above the national average in all subjects. Leaders' analysis and case study evidence show that the standards and progress of pupils at the end of Year 6 in 2013 were affected by a higher than usual proportion of pupils who had special educational needs. Nonetheless standards remained above average, but not significantly so.
- Last year, pupils in Year 6 made good progress from their starting points in all subjects. A higher proportion of disabled pupils and those who had special education needs achieved Level 4 in mathematics than in reading and writing.
- All staff ensure that equality of opportunity is built into everything they do. Pupils know that each one of them is equally valued.
- Leaders have taken effective action to ensure that pupils' progress is accelerated. Work in pupils' books demonstrates clearly the good progress they are making. A high proportion of pupils are currently achieving or exceeding expected rates of progress. In both mathematics and writing, pupils' work shows a good breadth of knowledge. Their expert use of subject-specific terms during explanations and discussions show a deepening understanding for complex concepts.
- Teachers keep meticulous records of pupils' progress and they are checked frequently by leaders and managers. These data provide convincing evidence of pupils' good progress in each of the current year groups in all subjects. Teachers quickly identify any pupil in danger of falling behind and appropriate help is provided to bring them back on track.
- Individual and relevant support is provided for disabled pupils and those who have special educational needs. Pupils' work in books shows that the additional help they receive ensures their good progress.
- The proportion of more-able pupils making at least expected progress in 2013 was close to national figures. Teachers have high expectations of more-able pupils. They are set suitable challenges and readily research aspects of learning. They are adept at assessing themselves and striving for the next steps.
- At the end of Key Stage 2, a higher than national proportion of pupils eligible for the pupil premium support achieved the expected standard (Level 4) in all subjects. They were six months ahead of their peers in reading and writing. The additional support provided for them in groups

and in one-to-one sessions is highly effective.

- All pupils produce work of an appropriate standard for their age and ability but their presentation is not always good quality. Pupils are often encouraged to share different ways of solving mathematical problems. They confidently apply mathematical vocabulary to explain their methods and reasons.
- Pupils read with enjoyment. They successfully use their knowledge of letters and sounds to tackle unknown words. Staff, pupils and governors have effectively promoted the joy of reading for all age groups. New books are available to read outside during lunchtimes. Parents have been invited to workshops to help them support their children at home.
- Pupils speak enthusiastically about their enjoyment and achievement across different aspects of their learning, for example in mathematics, sport and educational visits.

### **The quality of teaching** is good

- Teachers have high expectations of pupils. Lessons are purposeful and pupils understand that they are on a journey which is mapped out by clear steps.
- Teachers in the Nursery and Reception classes carefully observe and check what children can do in order to plan a wide range of enjoyable and purposeful activities. Children make good progress in all aspects of their learning. They have frequent opportunities to measure, read, write and develop a full range of creative skills. They also learn from a range of first-hand experiences. For example, a visitor to school brought in a guide dog for the blind and the children enthusiastically made up stories and created posters about a missing dog.
- Teachers plan activities which inspire pupils and provide sufficient time for pupils to consider, practise and consolidate new knowledge and skills. Following an analysis of a script from *Macbeth*, for example, pupils used similar language structures to write and perform their own plays. In another lesson, the teacher modelled terms such as 'adjectives', 'adverbs' and 'adverbial phrases'. These terms were well understood by pupils and they accurately applied them in their discussions and written work.
- Problem-solving activities help the pupils to appreciate how their mathematical skills can be applied in real situations. Pupils see the relevance of the skills and they are keen to learn.
- Teachers quickly anticipate where individual pupils might have difficulty or recognise when a pupil can be introduced to a more difficult step or task. As a result, pupils know, understand and apply the skills appropriate for the subject and they are not put off by errors: they concentrate and persevere.
- Reading skills are not consistently taught with the same precision as in writing and mathematics.
- Teaching assistants are effectively deployed to ensure pupils think about what they are doing, reflect on what they have learned and understand how to improve. Teaching assistants are well informed and increasingly able to contribute to teachers' lesson plans.
- Teachers' assessments of pupils' progress and achievements are thorough and regularly revised. All assessments are checked by leaders, managers and other staff to ensure their accuracy.

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

- The behaviour of pupils is good. Pupils' positive attitudes and good behaviour contribute well to the quality of their learning and the good progress they make. Pupils appreciate the range of activities, visits and events planned for them. They say that lessons are fun and that teachers make them think.
- Pupils of all ages, including the youngest, are aware of clearly established routines. They lose no time at all in tidying up from one activity to another or organising themselves for the next lesson. Pupils clearly enjoy their break times but they quickly return to classrooms ready to learn.
- Pupils' interactions with each other show a high degree of mutual respect. Pupils are polite to each other, adults and visitors. They are able to work cooperatively in different circumstances. They remain alert, interested and self-motivated.
- Pupils highly value the school and the opportunities it offers. They participate keenly in a range of competitive sporting activities and clubs. Pupils from Years 5 and 6 are trained as play leaders for the younger children. Pupils also arrange competitions, rewards and assemblies and they are increasingly involved in making decisions with leaders and governors about how to make the school even better.
- Pupils wear their school uniform with pride, including for physical education lessons. They are currently involved in conversations with governors about introducing ties to their uniform.
- The school's work to keep pupils safe and secure is good.
- Parent View responses show equally divided views about how well bullying is managed in school. Although only a small proportion of parents contributed to the survey, almost half strongly supported the school's approaches to bullying while the other half were clearly anxious. However, most of the respondents in Parent View agreed that their children are happy, feel safe, are well looked after and the school responds well to any concerns raised. Inspectors spoke to parents at different times of the day, and none expressed concern about their children's safety or welfare in school.
- Pupils told inspectors that there are isolated incidents of bullying but they are immediately followed up by staff. This view is validated in behaviour records. Pupils explained that there were sometimes minor squabbles. They confirmed that they feel safe in school. They are taught about how to keep safe when using computers and mobile telephones. There are clear displays in school informing pupils how to communicate concerns.
- The school works hard to encourage good attendance which is currently in line with the national average. Absences are followed up quickly and there has been an improvement in attendance since September last year. Exclusions are very rare; there has been only one permanent exclusion in the last three years.

**The leadership and management are good**

- The headteacher's relentless drive to raise standards has ensured that learning is at the centre of all decisions. She ensures that priorities for improvement are clearly communicated and swiftly acted upon. Staff, governors, parents and pupils are invited to contribute ideas and pupils, in particular, are excited and motivated by seeing their ideas implemented. Staff are

overwhelmingly committed to the headteacher's vision and ethos and they believe the school is well led and managed.

- The headteacher is well supported by the deputy headteacher. They restructured the management team to make best use of staff's existing and potential expertise. More staff are now involved directly with management responsibilities. Expectations of all staff are clear and support is provided for all those at different stages of development.
- Leaders' self-evaluation of the school's performance is realistic, clear and accurate. It provides a strong account of current priorities, how and when they will be achieved. The content is regularly reviewed and updated. Leaders have established a 'no excuses' culture. They are aware that not all boys are passionate about learning but rather than simply accept the fact, they are determined to find solutions and narrow the gap of attainment, where it exists, between girls and boys.
- Leaders ensure that the teaching, provision, achievement and the behaviour of children in the Early Years Foundation Stage are good. Children's progress is checked, recorded and reviewed frequently.
- The curriculum is kept under review to ensure that it is broad, balanced and meets the pupils' needs. A curriculum team is currently developing an approach to teaching all subjects which is individual to the school and relevant for the Twenty First Century. Emerging plans focus clearly on the key skills necessary for the development of pupils' knowledge and understanding.
- Spiritual, moral, social and cultural development is a strength. A strong sense of enrichment has been established. There are many educational visits, residential visits, instrument lessons, choirs, frequent sporting events with other schools and links with the community. Cultural awareness is highlighted through religious festivals and displays. Pupils are encouraged to make moral choices as seen in the assembly and spirituality is highlighted in daily worship and prayers.
- The primary school sport funding is used well to provide training for staff and encourage pupils' participation, including those in the Early Years Foundation Stage and Key Stage 1. Trained play leaders organise games during lunchtimes using newly bought equipment. Pupils have experienced increased success in competitive sporting events, for example, football and cross-country championships. Leaders have established a partnership with a local secondary school for Years 5 and 6 pupils to access sports facilities and expertise.
- Pupil premium funding is used effectively to target pupils and provide first-rate support. One-to-one provision has replaced support for groups of pupils. Help is now tailored to pupils' individual needs. Their progress has accelerated and the gap in attainment between these pupils and their peers has closed. Higher-ability pupils who are eligible for the funding have also benefited from individual support.
- Teachers are left in no doubt that they are responsible for pupils' achievement. They appreciate why pupils' progress informs decisions about their own performance and salary awards. Leaders set targets for individual members of staff every autumn and review them at regular intervals throughout the year. Staff receive helpful verbal and written feedback. Good quality teaching is modelled frequently for others and leaders provide on-going support wherever it is necessary.
- The impact of the local authority's support and challenge over time in helping the school to improve has been minimal. The headteacher does not make use of curriculum support provided by Entrust but builds subject expertise within the school. The local authority representative assigned to St Chad's knows the school well. She checks the quality of provision by observing

teaching and learning and holding reviews with the headteacher. The representative provides a useful and objective insight. The local authority maintains services such as specialist support for disabled pupils and those who have special educational needs, behaviour support and education welfare. The school purchases clerking services for governors.

■ **The governance of the school:**

- Governors have an impressive range of relevant expertise which contributes significantly to school leadership. They are knowledgeable and skilled in data presentation and analysis. As a consequence, they are aware of the performance of different groups of pupils within cohorts; the support made available to them; and the progress they make. The Chair and Vice Chair of the Governing Body visit the school weekly to keep abreast of developments, review progress and contribute ideas. They are clear about their statutory duties and they are confident to interrogate leaders and hold them to account for the school's continuous improvement. There is no hint of complacency. Governors are fully involved in the management of teacher performance and decisions regarding their salary progression. Governors ensure that all safeguarding policies and procedures meet requirements and that the school is a safe environment. The chair of the finance committee assists in setting the annual budget, keeping spending under review and reporting to the full governing body.



## 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>	124265
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	431519

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 controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Sharp
<b>Headteacher</b>	Samantha Clarke
<b>Date of previous school inspection</b>	5 May 2009
<b>Telephone number</b>	01782 567750
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