

Chadsmead Primary Academy

Friday Acre, Lichfield, Staffordshire WS13 7HJ

Inspection dates 25–26 November 2015

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers have been ineffective in resolving staffing issues, addressing parental concerns and improving the quality of teaching. Leaders and managers demonstrate very little capacity to improve the current situation.
- Safeguarding is ineffective. Required checks on the suitability of staff are not recorded correctly. Staff are not appropriately trained in child protection. Procedures for handling concerns are unclear.
- Leaders and managers have not ensured staff at the academy are kept up to date with the minimum safeguarding expectations and recent national curriculum developments.
- There is no clear leadership for safeguarding, for the provision for pupils with disabilities and special educational needs and for looked after pupils.
- A culture of fear and intimidation exists amongst some staff, some parents and some pupils.
- Year 6 pupils are not given work at an appropriate standard. At current progress rates from their starting points, these pupils will not be adequately prepared for Year 7.
- Pupil outcomes are inadequate. Rates of progress are falling and actions to improve this situation are ineffective.
- Teaching is inadequate overall. Several teachers are currently on temporary contracts. This has led to pupil progress over time being inconsistent and parents being unsure who to contact if they have concerns.
- Vulnerable pupils, such as those with disabilities or special educational needs and those who are disadvantaged, are not catching up with their classmates. The gaps between these pupils and other pupils in the academy are widening.
- The early years department is inadequate due to ineffective safeguarding in the academy as a whole.
- Attendance has declined, especially for pupils who are disadvantaged, and is now below national average rates. Persistent absence is too high across all pupil groups.
- Communication systems are poor. Parents, staff and governors are given inconsistent messages about events, decisions and staffing changes.

The school has the following strengths

- Where teaching is stronger, pupil progress, behaviour and attitudes to learning are usually good.
- Pupils' behaviour and conduct is usually positive.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - all statutory safeguarding requirements are fully in place, staff training is up to date and all staff know who to talk to if they have any safeguarding concerns
 - a package is urgently put in place for the current Year 6 pupils to ensure they receive strong, consistent teaching which will help prepare them for Year 7
 - managers have the necessary skills to lead improvements in the quality of teaching, learning and assessment in order to improve outcomes for vulnerable pupils, such as those with disabilities or special educational needs, looked after and disadvantaged pupils
 - communication on all levels provides pupils, parents, staff and senior leaders with consistent, accurate and regular information that keeps them informed of developments in the academy
 - pupil numbers stabilise and appropriate senior staff are in post to gain the trust of pupils, parents and staff
 - governors manage statutory responsibilities and challenge leaders effectively by checking they have high-quality information in order to fully hold the academy to account
 - a robust monitoring and evaluation system for leaders and governors is in place
 - the statutory Department for Education requirements are kept up to date and available for parents on the academy website.

- Improve the quality of teaching, learning, assessment and pupil outcomes by:
 - increasing the expectations of all pupils to ensure they are consistently challenged to make the progress they are capable of
 - regularly monitoring the quality of teaching and rapidly putting in place support for those staff whose practice needs to improve
 - using assessment information provided to target teaching and ensure the needs of all groups, including vulnerable pupils, are fully met
 - putting a clear, effective marking and feedback policy in place which is followed consistently in all classes.

- Improve pupils' personal development, behaviour and welfare by:
 - developing a culture where pupils trust leaders to take appropriate actions to resolve their concerns
 - ensuring a higher priority is placed on pupils' spiritual, moral, social and cultural development
 - working closely with parents to improve the attendance of pupils, especially that for disadvantaged pupils and those who are persistently absent
 - increasing the expectations of pupil behaviour and supporting those pupils who require help to develop better self-management.

An external review of governance and the academy's use of pupil premium should be undertaken in order to assess how these aspects of leadership and governance may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The headteacher and governors have not taken effective action to successfully resolve staffing, teaching and pupil progress issues. Several staff, including senior leaders, teachers and administrative staff, have recently left the academy or are currently absent. As a result, several supply teachers are covering classes and other staff have stepped into administrative and senior roles. The current Year 6 pupils have had many different teachers since May 2015 and are still being taught by supply teachers. These pupils have received inconsistent teaching and are not being given the work they need to prepare them adequately for Year 7.
- Leaders and managers have not ensured that pupils across the academy, including those who are vulnerable and underachieving, are progressing well. Ineffective leadership has resulted in significant differences between the current progress of disadvantaged pupils and those with disabilities or special educational needs, compared to that of other pupils in the academy.
- Leaders have not ensured that systems for checking the quality of teaching and pupils' learning are rigorous. Some checks have taken place this term and some intervention groups are in place to support pupils. However, the impact of these actions is not clear. In addition, due to the temporary nature of staffing, some senior leaders have very new responsibilities so do not have the experience needed to effectively support and challenge staff in the academy to improve.
- Parents have several well-founded concerns about leadership, governance and their children's education. Nearly all parents who spoke to inspectors were negative about the number of staffing changes and how leaders and governors have responded to concerns and complaints. Sixteen parents have removed their children from the academy since September 2015. Year 6 parents are especially concerned about the number of teachers their children have had, the progress their children have made this year and their children's preparation for Year 7. Some parents, such as those with children in Year 5, are happier but are concerned about who will be teaching their children next year, due to the number of changes and temporary staff. Where stronger, stable teaching exists, such as in Years 3 and 4 and in the early years, parents are typically happy with the education their children are receiving.
- Parents' widespread concerns regarding leadership, management and how well the academy responds to parental concerns raised, are supported by Parent View (Ofsted's online questionnaire). Ninety-seven out of 132 parents who have recently completed the questionnaire would not recommend the academy to another parent. Other aspects of the questionnaire are more positive. For example, the majority of parents say their child feels safe at the academy. Nearly all parents spoken to by inspectors have concerns about the quality of communication from leaders, governors and temporary staff. Governors agreed this was an issue and plan to improve communication.
- There is ineffective leadership of the provision for pupils with special educational needs and disabilities and for pupils who are looked after by the local authority. The leadership of mathematics is also inadequate. Due to staffing disruption, some staff are new to these positions, but have not had sufficient training and lack clarity about their roles. Three staff currently share responsibility for pupils with disabilities or special educational needs. Some parents of these pupils are not sure who they should speak to about information or any concerns. No staff are currently responsible for pupils who are looked after. No one was available to speak to inspectors about the leadership of mathematics.
- Pupil premium funding has not been used effectively. Additional teaching and support has not closed the gap between disadvantaged pupils and other pupils. The most recent published information shows that although the gaps closed slightly in Reception, Year 1 and Year 2, this was not the case in Key Stage 2. The achievement of Year 6 disadvantaged pupils in 2015 declined in reading and significantly so in mathematics. Current assessment information shows that the progress gap between disadvantaged pupils and other pupils is widening. While the academy has plans in place to improve the progress of disadvantaged pupils, current assessment information shows that these strategies are not working.
- Additional money to improve pupils' participation and ability in sport has been used effectively. The academy has used this funding to improve playground equipment, pay for sports coaches to deliver athletics and provide a range of after-school clubs. As a result, pupils take part in competitive sports with other schools and some girls are now playing for a local girls' football team. The funding has also been used to provide some staff training, although the impact of this training is not clear. The pupil 'Food Council' meets with the academy catering staff to discuss healthy eating and ways to encourage pupils to make healthy food choices.

- The academy's curriculum does not meet the needs of all pupils. Too many pupils, especially those who are disadvantaged or have special educational needs or a disability, are not making adequate progress. Leaders have not ensured teachers are fully aware of the changes to the mathematics curriculum, introduced nationally in 2014. The academy has curriculum themes such as 'challenge week', which are aimed at encouraging pupils to use and apply some of the skills they have been taught, but the impact of these is not clear. Pupils learn about democracy and equality of opportunity through the election of the school council. British values are taught through an enrichment programme and visiting speakers to the academy. The opportunities provided by the academy have improved pupils' preparation for life in modern Britain and their spiritual, moral, social and cultural awareness, although these aspects of their education are not fully developed.
- **The governance of the school**
 - Governors have been overly focused on dealing with the large number of parental concerns and complaints. Some parents are not satisfied that their complaints have been handled correctly and, due to the failure of leaders to stabilise the academy, have lost faith in the governing board to successfully manage the situation.
 - Governors are unaware that the academy is not fulfilling all its statutory responsibilities, such as that for ensuring all staff have read and understood the latest Department for Education safeguarding information.
 - The governing board does not have all the information needed to fully hold academy leaders to account. Minutes of board meetings show that governors do not always request detailed information, challenge leaders effectively or follow up questions at subsequent meetings.
 - Governors are aware of pupils' attainment information but they rely on leaders to provide this and do not seek this information for themselves through readily available sources.
 - Pay decisions are linked to staff performance. Governors use information provided by the headteacher to make annual decisions on pay awards for staff.
 - Governors report that the academy's budget is currently healthy and publish this information on the academy website. However, as a result of the need to employ several temporary staff, an in-year overspend has been projected for the current financial year, although the academy reports that it has the funds to manage this. Governors have appropriate plans to improve the provision for the current Year 6 pupils by providing additional teaching staff, but these plans are at a very early stage.
- The arrangements for safeguarding are not effective. The single central record of staff working in the academy is incomplete and those staff recently asked to manage this record have not been given any relevant training. At the start of the inspection, staff had not been given statutory safeguarding information, issued by the Department for Education in 2014 and 2015. Due to resignations and absences, staff are not sure who they should talk to if they have safeguarding concerns about academy pupils.

Quality of teaching, learning and assessment is inadequate

- The quality of teaching, learning and assessment is too variable across the academy. This is a result of inadequate leadership of teaching, lack of staff training and too many temporary teachers. Consequently, most pupils are not progressing as fast as they are capable of and the current Year 6 pupils are not being adequately prepared for the next stage of their education in Year 7.
- Most teaching is not challenging enough and does not meet the needs of all pupil groups. The quality of teaching, learning and assessment has not been checked effectively and therefore teachers are not given useful feedback from leaders on how to improve their teaching.
- The topics and lesson activities selected by some teachers do not always inspire pupils. In some lessons observed, some pupils showed little interest in their work and this hampered their progress. Opportunities for pupils to practise and extend their reading, writing and mathematical skills in other subjects are limited by a curriculum that does not meet the needs of all pupils.
- Middle leaders are not fully supported by leaders and do not have clear roles to help improve teaching in Key Stage 1 and Key Stage 2. They are not held to account for developing pupils' achievement, especially in reading, writing and mathematics.
- Disadvantaged pupils, and those with disabilities or special educational needs, are not being taught effectively. This is a result of fragmented leadership and a lack of information and training to help teachers support these vulnerable pupils.

- Where teaching is weaker, pupils do not make sufficient progress. Such teaching does not consistently meet the learning needs of all pupils or challenge pupils enough to develop their knowledge. As a result, some pupils' misunderstandings are sometimes left unchecked and their progress is not as good as it could be.
- Teaching in some year groups is better. Consequently, these pupils develop stronger skills in reading, writing and mathematics. This is typical in early years, Key Stage 1 and lower Key Stage 2. Where teaching is better, teachers set tasks which challenge most groups of pupils. As a result, these pupils are more engaged. For example, in a guided reading lesson seen, most pupils developed their retrieval skills, as a result of clear instructions and effective questioning by the teacher.
- The teaching of reading is now given greater importance. Phonics (letters and the sounds that they make) is now timetabled every morning for all classes. As a result of improved teaching, the proportion of pupils who reached the required level in the Year 1 phonics check improved again this year. However, not all pupils who failed to reach this required level in Year 1 caught up securely in Year 2. This is because these pupils do not have a good attitude to learning and lack a deep interest in reading books.
- Writing is taught more effectively in Key Stage 1. As a result, pupil progress and achievement has continued to improve in this subject by the end of Year 2. However, the teaching of writing is less strong in Key Stage 2 where boys are less engaged and make less progress in writing than the girls.
- The teaching of mathematics suggests a similar story, with Key Stage 1 pupils performing relatively well, but this is less so for the pupils at the end of Year 6. The academy has not kept up to date with national curriculum developments such as 'mathematics mastery', which will affect the depth and development of pupils' understanding. In 2015, the proportion of pupils reaching the expected mathematics level at the end of Year 6 was below the national average and significantly so for disadvantaged pupils.
- Good relationships exist between staff and most pupils. This includes having respect for each other and for different faiths. Most pupils are known well by members of staff and feel well cared for as a result. However, the current Year 6 pupils feel let down by the school, due to the numbers of teachers they have had and their inadequate preparation for Year 7 so far.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not completely safe, due to ineffective safeguarding in the academy. The lack of leadership, clarity over roles and up-to-date information for staff, means that there are serious weaknesses in the academy's safeguarding measures.
- Leaders have not ensured that pupils' confidence and physical and emotional well-being are nurtured and given importance in the curriculum. The current Year 6 pupils express their unhappiness about the number of teachers and inconsistencies they have experienced. Other pupils are more positive about school and have a better self-awareness about their learning and confidence to seek challenges.
- Pupils are happier where there is stronger, more consistent teaching and an awareness of their personal development and welfare. The opposite exists where teaching is weaker or inconsistent and where pupils' educational and personal development needs are not being met.
- A few parents have concerns about the way accidents at school have been managed, due to the lack of communication and because the headteacher had refused requests to meet them to discuss concerns. Parents of younger children are more positive about the academy's actions to support pupils' personal development and welfare.
- Pupils are generally aware of how to keep themselves and others safe. They are knowledgeable about the dangers associated with the internet. Most pupils say they feel safe in the academy.

Behaviour

- The behaviour of pupils requires improvement.
- Some pupils do not achieve well enough because learning and behaviour expectations set by leaders and teachers are not high enough. A small number of pupils do not show good attitudes to learning and cause some low-level disruption in lessons.
- Pupils have positive attitudes towards each other and most show respect for both adults and each other. Pupils have mixed views about behaviour. Some older pupils say that their lessons are disturbed by other pupils at times and behaviour was better when inspectors were in the room.
- Most parents think that the academy makes sure pupils are well behaved. However, nearly half of

parents who completed Ofsted's Parent View questionnaire disagree that the academy deals effectively with bullying. Inspectors did not see clear evidence of bullying. However, it is clear that when pupils or parents have behaviour or welfare concerns, there are sometimes serious communication barriers in the way of resolving issues.

- Pupils' attendance is slightly below the national average and does not show signs of improving. The latest information shows that attendance for disadvantaged pupils in particular is low and the number of pupils who are persistently absent is rising. It is unclear how the academy works with parents to improve low attendance for individuals and groups. Most pupils are keen to come to school because they feel safe and they enjoy learning.

Outcomes for pupils

are inadequate

- Pupil outcomes are inadequate because current progress information indicates that pupils are underachieving. This is particularly the case for pupils in Year 6, as well as disadvantaged pupils and those with disabilities or special educational needs across the academy. The provision for these pupils is ineffective.
- The progress gaps between disadvantaged and other pupils are widening. The latest information from the academy's assessment system shows significant proportions of pupils are not progressing as much as they should be. Evidence in pupils' workbooks supports this view, as the work seen over time is not challenging enough.
- Teaching is not adequately focused on rapid progress and meeting the needs of all groups of pupils. Leaders have not supported and challenged teachers to improve pupils' progress rates and levels of understanding. The academy's marking and feedback guidelines are not effective and are not being followed consistently across the academy.
- Pupil outcomes at the end of Year 6 in 2015 declined to below the national average in reading and mathematics. The proportion of Year 6 pupils achieving the expected level in writing rose slightly to above the national average in 2015, although disadvantaged pupils' writing declined slightly.
- Pupil outcomes at the end of Year 2 are stronger and more consistent, as a result of better teaching and well-directed support. Achievement rose slightly in 2015 to remain at, or above, the national average. However, the proportion of Year 2 pupils achieving the higher level 3 in writing fell sharply to below the national average for all groups.
- There are no patterns of achievement in core subjects across the academy, as a result of inconsistent teaching and staffing. Younger pupils achieve well in reading, writing and mathematics, but the achievement of older pupils declined in mathematics and reading and only rose in writing this year.
- In the Year 1 phonics check, the proportion of pupils who reached the required standard improved for all groups and remains above the national average. Most pupils who do not reach the required standard in Year 1 catch up well in Year 2 because early reading skills are taught well. However, the proportion of disadvantaged pupils who catch up in Year 2 is less than other pupils in the academy and below the national average.
- Published achievement information shows that the most-able pupils at the end of Year 2 and Year 6 achieve well in reading and mathematics, but this is less so in writing. However, the proportion of disadvantaged pupils who reached the higher levels at the end of Year 2 and Year 6 in 2015 was below the national average for this group and declining. This is a result of the lack of challenge for these pupils, their low attendance and ineffective use of additional government funding.

Early years provision

is inadequate

- The early years provision is inadequate due to ineffective safeguarding systems in the academy.
- Leadership and management of early years is slightly stronger than in the rest of the academy. The Nursery and Reception leader has a detailed knowledge of current assessment information and a vision to improve children's outcomes. Staff are trained and increasingly successful in providing a stimulating learning environment that captures most children's imagination. However, the expectations of children with disabilities or special educational needs are not high enough.
- In the early years classes, children enter the academy with skills that are generally typical for their age. Some children start with skills that are less than typical, especially in speech, language and writing. Better leadership and improved teaching has enabled effective progress, so that at the end of Reception, most

children are well prepared for Year 1.

- The proportion of children achieving a good level of development at the end of Reception is above the national average. Outcomes for disadvantaged children are improving rapidly and therefore the gap between these and other pupils is closing.
- Children in the Nursery classroom progress well. Staff provide an engaging learning environment which enables most children to remain interested in a variety of activities. Children practise writing and number skills and engage in quality adult-led conversations. Children enjoyed making cakes and learned about texture, numbers and measurement at the same time.
- Children begin the school day confidently because of the well-established routines that are reinforced by all adults working in both the Nursery and Reception classrooms. Adults know the children well and ensure they learn in a safe and caring environment.
- Early years staff are skilled at working with young children and set learning expectations that the children understand. Consequently, most children listen well, are enthusiastic to learn and behave well. They share well and are keen to join in the wide range of learning activities.
- Teaching is improving. A range of carefully planned and resourced learning activities ensure that children have daily opportunities to achieve. For example, teachers focus well on small groups to develop key abilities such as accurate number skills. In Reception lessons seen, teachers used their subject knowledge and experience to enable most children to develop their phonics skills. Not all children made as much progress as they could, as the expectations were not high enough for all groups and a few children were not re-engaged successfully when they lost interest.
- Nursery and Reception parents who spoke with inspectors were positive and appreciative of the good start their children were making with their education. They confirmed they are kept informed of their children's learning and progress through informal discussion with teachers.

School details

Unique reference number	137268
Local authority	Staffordshire
Inspection number	10009753

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	The governing body
Chair	Alan Evans
Headteacher	Sharron Cartwright
Telephone number	01543 421850
Website	www.chadsmeadacademy.co.uk
Email address	admin1@chadsmead.staffs.sch.uk
Date of previous inspection	12 July 2013

Information about this school

- Chadsmead Primary Academy is larger than the average-sized primary school.
- The majority of pupils are of White British heritage. The proportion of pupils speaking English as an additional language is much lower than other schools nationally.
- Approximately one quarter of the pupils are known to be eligible for the pupil premium funding, which is about the same as the national average. This is additional government funding for pupils known to be eligible to receive free school meals, looked after by the local authority or those who have a parent serving in the armed forces.
- The proportion of pupils who have special educational needs or disabilities is well above the national average.
- The academy met the government's current floor standards in 2015, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Children in the Nursery classes attend part time and full time.
- Children in the Reception classes attend full time.
- There is before- and after-school care on site. These facilities are run independently and were not included in this inspection.
- 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.

Information about this inspection

- This inspection was carried out following a qualifying complaint received by Ofsted.
- The inspection team observed 15 lessons or part lessons, including examples of teaching in every year group. One of these lesson observations was carried out jointly with the assistant headteacher. The headteacher and one of the inspectors also carried out a joint learning walk in Years 5 and 6.
- Meetings were held with the headteacher, assistant headteacher, acting assistant headteachers, middle leaders, governors and a private school improvement consultant who works with the headteacher.
- The headteacher was not present on the second day of the inspection.
- The inspection team looked at pupils' books in a range of subjects to establish the progress and quality of their work over time.
- Inspectors talked with groups of pupils as well as individual pupils during their lessons and at playtimes to find out their views about the academy.
- The inspection team heard pupils read and observed their behaviour in lessons and around the academy.
- Informal discussions were held with a large number of parents to gauge their views of the academy. The inspection team also took account of 132 recent responses to Ofsted's online questionnaire (Parent View).
- Inspectors spoke to a large number staff during the inspection and their views were taken into account.
- The inspection team looked at a wide range of documents, including the academy's plans for improvement, records of checks made by leaders and information on pupils' progress and outcomes. They also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Stuart Bellworthy, lead inspector	Her Majesty's Inspector
Mark Sims	Her Majesty's Inspector
Peter Humphries	Her Majesty's Inspector
Simon Mosley	Her Majesty's Inspector
Janet Satchwell	Ofsted Inspector

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