

Chuckery Primary School

Lincoln Road, Walsall WS1 2DZ

Inspection dates

23–24 February 2016

Overall effectiveness

Requires improvement

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress in English and mathematics is not consistently good in every year group. As a result, pupils are not always able to reach the standards they are capable of.
- The work that pupils are given is not always sufficiently demanding. This prevents them from making faster progress.
- The teaching of skills to enable strong progress in reading is not yet consistently effective across all year groups.
- Leaders' checks on the quality of teaching do not consistently focus on the impact of teaching on the progress of different groups of pupils.
- Leaders' plans for improvement lack precision and this makes it difficult for them to evaluate progress accurately.
- Too few children in the early years reach a good level of development.
- Despite determined efforts by the school, attendance rates remain too low.

The school has the following strengths

- This school has improved since it was last inspected. Leaders and governors are taking effective action which is leading to improvement in pupils' progress, especially those who are disadvantaged.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding.
- Leaders are effective in ensuring that pupils who have special educational needs or disability make good progress.
- Pupils are polite, friendly and hard-working. Their behaviour is typically good, both in lessons and at breaktimes.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, to ensure that pupils of all abilities make at least sufficient progress by:
 - challenging pupils more effectively by getting them to work on harder tasks more quickly
 - making it clear to pupils what they are expected to do in their reading, writing and mathematics work and then checking that they do it.

- Strengthen leadership and management at all levels by:
 - improving the monitoring of teaching with a clearer focus on how effectively pupils of different abilities make progress in lessons
 - sharpen up timescales and targets so the impact of the school's work can be measured more precisely to bring about more rapid improvement, especially with regard to attendance.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership and management are not yet good because there is insufficient rigour in checking that pupils are making the best progress that they are capable of. Not all issues identified at the previous inspection have been fully addressed.
- Senior leaders have identified the correct priorities for improvement. Their determination and the improvements already made show that the school has the capacity to improve further. However, leaders do not check frequently enough that actions taken are having the desired impact. For example, although attendance rates have improved over time, they remain lower than they should be. This is because actions taken to improve attendance have not been evaluated thoroughly, and so decisions about future work are less well informed.
- Subject leaders are clear about their roles and responsibilities. They check pupils' work more regularly to help them find out how well they are progressing in the different subjects. Actions include looking at pupils' work, talking to pupils about their learning and observing teaching. However, they are not acting quickly enough to ensure that pupils of all abilities make the best progress they can.
- A representative from the local authority visits the school at least once every term. The visit in the autumn term consists of a meeting with the headteacher and senior leaders to gain an understanding of the school's view of its own performance. Discussion is not as challenging as it could be as leaders are not expected to provide evidence to support their judgements. Leaders value some aspects of local authority provision, including financial advice.
- The headteacher, ably supported by senior leaders, has developed a shared vision among the staff to support pupils to do the best they can. The senior leadership team has implemented a comprehensive system for managing the performance of teachers. Their targets and pay are closely linked to school improvement priorities. As a result of this work, teaching has improved in all year groups over the past two years.
- Leaders have worked together effectively in developing a broad and interesting curriculum that promotes pupils' curiosity. Children in the Nursery and Reception classes are keen to explore the newly refurbished outdoor area. Early years staff are skilled in asking questions which encourage children to find things out for themselves. In other year groups, pupils learn about different topics in more detail. Pupils in Year 3, for example, have developed a good understanding of Greek mythology. This enables them to develop and consider their own opinions, which contributes well to their spiritual, moral, social and cultural development.
- Pupils are well prepared for life in modern Britain. Through assemblies and teaching, the school successfully promotes values such as tolerance and equality. Pupils talk about the importance of valuing and respecting differences. They say the school is now much better than in previous years in tackling any form of discrimination. School leaders are vigilant and take effective action when required.
- The pupil premium grant for disadvantaged pupils is now being used well. This year, leaders are using the funding better to support individual pupils in their learning, as opposed to increasing staffing more generally in classrooms. Individual needs are assessed and funds are then used to give specific support, such as providing more teaching assistant hours to deliver mathematics intervention programmes. This is helping this group of children close the attainment gaps with their classmates.
- The school has made effective use of its primary school physical education and sport funding. It has met its aims of increasing pupils' participation in sport and in developing healthier lifestyles. Pupils are now playing sport more often and are developing more competitive skills. Pupils represent Chuckery in more competitions with local schools, including cricket and rounders.
- **The governance of the school**
 - The governing body is actively engaged in the life of the school. Individual governors are linked to a subject or specialist activity such as safeguarding. This means that when they visit the school they work directly with relevant leaders and gain a better understanding of the impact of their work.
 - Governors are developing a more secure understanding of the expected rates of pupils' progress. The headteacher ensures that performance information is provided for governors at appropriate times. However, governors are not rigorous in their interrogation of this information. This means that leaders are not held as effectively to account as they could be.
 - The governors bring to their roles a wide set of qualities, such as professional skills and a good knowledge of the local community. This helps them in their work with school staff, for example in checking out how well the curriculum is engaging pupils.

- Governors carefully monitor the school’s budget and spending, including the pupil premium funding. As a result, they know the impact of spending as they are able to comment clearly.
- Governors supervise the headteacher’s performance. They make sure that teachers’ annual objectives include pupils’ progress targets and are linked to pay.
- Governors make sure that the school meets statutory requirements.
- The arrangements for safeguarding are effective. Leaders ensure that all staff understand the importance of keeping pupils safe. Staff’s and governors’ training in safeguarding is comprehensive and regularly updated. The school’s policy and procedures for safeguarding meet the current statutory requirements. As a result, the school provides a safe environment for pupils.

Quality of teaching, learning and assessment requires improvement

- Despite improvements made, there remains a lack of consistency in the quality of teaching. This leads to varied rates of progress across classes and subjects. In some lessons the work that is set initially is not hard enough for some pupils, in particular for the most-able pupils and for those who need to make faster progress in order to meet end of year expectations. This is because too much time is spent rehearsing skills which are already sufficiently secured. This results in them not making the progress they are capable of.
- Although writing and mathematics teaching is improving, teachers do not always make their expectations clear to pupils. Teachers do not insist that pupils use their current grammar and punctuation skills accurately in their writing or calculation strategies in their mathematics. This leads to pupils sometimes presenting work which is of lower than expected quality. As a result, pupils make slower rates of progress.
- Effective teaching of early reading skills has ensured that pupils can build words effectively and better understand what they are reading. Progress in reading through the school is not as fast as it could be as pupils are not regularly given the opportunity to work on harder skills, such as evaluating the features of a text.
- Pupils now have a more secure understanding of basic skills, including grammar, punctuation and calculation strategies. Teaching does not always challenge pupils as quickly as it could in lessons.
- Teachers and teaching assistants have secure subject knowledge. They use this knowledge to help them phrase questions for pupils effectively. These questions challenge pupils to think for themselves and explain their answers in detail. Pupils are also encouraged to discuss questions with each other, which helps to develop their thinking skills.
- When pupils move to their new classes at the start of the year, teachers are made aware of the needs of different groups of pupils by school leaders. They use this knowledge to ensure that any barriers to learning are addressed effectively in the classroom. For example, pupils whose first language is not English receive specific support from staff who are able to converse using their first language. This support is particularly beneficial to those pupils who arrive at Chuckery part way through Key Stage 2. As a result, they progress well in the brief time they spend at the school.
- Teachers set homework that encourages pupils to think and present their work in imaginative ways. Clear tasks are assigned and pupils are left to present their understanding in any way they choose. For example, Year 6 pupils presented facts about topics they were studying using internet research, sketches and more formal writing.
- School leaders have developed working groups which are made up of teachers and teaching assistants. Their purpose is to consider and suggest ways to improve teaching. Effective developments have been achieved. Teachers now have a greater knowledge of what pupils need to do to show greater depth in their understanding in different subjects. Currently, leaders and teachers are refining the current marking policy, as they realise that it is not as effective as it could be in supporting pupils’ learning.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare requires improvement.
- The school has taken action to work with parents of children with low attendance. The purpose of this work is to make parents aware of the benefits of regular attendance. These benefits include pupils

developing greater self-confidence. While this has led to better attendance for some pupils, the overall rate remains well below average. School leaders do not evaluate their work as rigorously as they could and so time is lost in agreeing and implementing more effective strategies. As a result, attendance rates are not improving fast enough.

- Inspectors spent time talking with pupils in all year groups. Pupils said that, while there are occasions when derogatory language is used on the playground, such incidents are rare and becoming less frequent. Leaders are aware of the need to continue to be vigilant in order to act quickly and effectively when such incidents occur.
- Overall, pupils are courteous, friendly and supportive of their classmates. They collaborate well, showing consideration and respect for people's different views. They demonstrate a good knowledge of different cultures and faiths. This helps to ensure that the school promotes equality effectively.
- Leaders recognise the importance of children's welfare by ensuring that all policies, including those relating to child protection, are reviewed as necessary and kept up to date. All staff understand the importance of these policies and make sure they know the procedures to follow when required. All staff working with pupils are checked to ensure that they are suitable to carry out their roles.
- Different groups of pupils are supported effectively in their learning. For example, relationships between leaders responsible for inclusion and staff who support pupils who have special educational needs or disability are strong because important information is shared quickly. This enables this group of pupils to make good progress.
- Pupils are taught about British values in assemblies and lessons. As a result, pupils are articulate when they talk about their understanding of democracy and rule of law.

Behaviour

- The behaviour of pupils is good. Pupils show commitment to their school and its values. They are kind to each other and show respect to their teachers and visitors to the school.
- All spaces in and around the school buildings are well presented. Pupils respond well to this by moving around the school in a calm and orderly fashion. They show good manners, for example by opening doors for others and sharing equipment sensibly in lessons.
- School leaders and staff are skilled in supporting pupils who present more challenging behaviour. Staff take time to ensure that they fully understand the needs of these pupils. The strategies they devise and agree are effective as they are consistently applied by all staff in their dealings with these pupils.
- Pupils' attitudes to learning are good. Their eagerness to learn and ask questions begins in the early years and continues through every year group. Pupils concentrate well in lessons and they want to do well. Their good behaviour is a strong contributory factor to improving rates of progress across the school.
- On rare occasions, low-level disruption occurs when the teaching is not pitched at the right level. Teachers handle such instances in a calm manner and pupils respond positively to teachers' instructions.
- Bullying is rare and, when it does occur, staff now deal with it quickly and effectively. Pupils are happier at break and lunchtimes than they were last year. Pupils have a very good understanding of bullying and how it can take different forms, such as cyber bullying.

Outcomes for pupils

require improvement

- Over the last three years, pupils made slow progress through Key Stage 2 so that by the end of Year 6 attainment was very low in reading, writing and mathematics. As a result, pupils, including those who were disadvantaged, were not well prepared for their secondary education.
- The school's increasingly reliable assessment information and inspection evidence suggest that pupils are currently making better progress in all subjects through Key Stages 1 and 2, leading to rising attainment. Disadvantaged pupils currently in the school are making stronger progress due to better use of pupil premium funding.
- Progress in writing and mathematics is improving across the school. This improvement is seen in pupils' books. Teaching is ensuring that a greater proportion of pupils attain the required standards at the end of each year.
- The achievement of the most-able pupils has the same strengths and weaknesses as that of other pupils. They have the ability to work on harder tasks more quickly in lessons. This means that they do not make sufficiently rapid progress to reach the higher standards.

- Pupils who have special educational needs or disability make consistently good progress in all subjects. This is due to effective leadership, management and teaching of this group of pupils. Pupils receive good provision for their specific needs. Their progress is closely monitored, with plans adapted and changes made to the work where this is needed.
- Despite a dip last year, Year 1 pupils have attained well in the phonics (letters and the sounds that they make) screening check over time. Current Year 1 pupils are on track to attain similar results to the national average. This year, pupils in other year groups are making better progress in reading that they have done in recent years. However, progress is not as rapid as it could be, as pupils are not always provided with sufficiently demanding work.
- Last year pupils of Pakistani heritage made slow progress through Key Stage 2. This year, leaders and staff have ensured that they have a better understanding of the specific needs of this group of pupils. Teachers' planning addresses these needs and, as a result, this group is making better progress.

Early years provision

requires improvement

- A lower proportion of children than nationally reached a good level of development in 2014 and 2015. This meant that they were not prepared for the Year 1 curriculum as well as they could be.
- Most children start in the early years, with skills and knowledge that are below those typical for their age, especially in literacy and mathematics. From these starting points, most children are now making at least expected progress.
- During the current absence of the early years leader, checks on children's progress have been less frequent. This means that staff are not picking up any weaknesses in children's understanding quickly. As a result, rates of progress are not as fast as they could be.
- Children make better progress when activities are led by staff. The teaching of phonics, for example, is effective, as teachers and teaching assistants question children and respond to any misunderstandings well. This enables children, especially those who are disadvantaged and receive additional teaching support, to develop a better understanding in this area of learning. However, children's progress when working without adult support is not as good, as they do not always understand the purpose of their learning.
- Children behave well. Staff support children's spiritual, moral, social and cultural development effectively in all early years classes. They encourage children to express their opinions and choices freely.
- Procedures and routines for keeping children safe are securely in place. Staff work well with external agencies whose role is to support children in their early development. Adults know the children well and have formed warm and caring relationships. Parents who spoke with inspectors agreed that their children are safe and well cared for.
- Teachers regularly share information on how well their children are doing with parents. This helps to ensure that relationships with parents are harmonious, leading to effective parental engagement in the early years. Parents value the opportunities they have to share knowledge of their child's learning and play in the home.

School details

Unique reference number	132076
Local authority	Walsall
Inspection number	10009279

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair	Neil Ravenscroft
Headteacher	James Pearce
Telephone number	01922 449104
Website	www.chuckeryprimary.com
Email address	postbox@chuckery.walsall.sch.uk
Date of previous inspection	12 March 2014

Information about this school

- Chuckery is larger than the average-sized primary school.
- Children in the early years are taught in two part-time Nursery classes and two full-time Reception classes.
- The proportion of pupils from minority ethnic backgrounds is well above average, with the majority of these being of Pakistani heritage. Two thirds of pupils speak English as an additional language. This is well above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

Information about this inspection

- Inspectors visited 21 lessons, five of which were observed jointly with senior leaders.
- Inspectors talked to pupils about their reading and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, staff and a local authority adviser.
- There were too few responses to the Ofsted online questionnaire, Parent View, to enable inspectors to analyse the information. Inspectors took account of a parental survey conducted by the school and also spoke with parents and carers.
- Inspectors observed the work of the school, looking at a range of documentation written to support school improvement.
- Inspectors examined work in pupils' books.
- The school's child protection and safeguarding procedures were scrutinised.
- 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 these services.

Inspection team

Jeremy Bird, lead inspector	Ofsted Inspector
Benetia Mounsey	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector

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