

# Chivenor Primary School

Farnborough Road, Castle Vale, Birmingham, West Midlands B35 7JA

## Inspection dates

10–11 January 2017

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	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching across all year groups and subjects is not consistent. Not enough pupils are making fast enough progress to help them reach the standards expected of them.
- Teachers do not use information about what pupils can do well enough to plan for the next steps in their learning. This often leads to work being too hard or too easy.
- Some teachers do not have high enough expectations of what pupils can achieve.
- Leaders have not clearly identified how they will judge if school improvement actions have been successful. Targets are not precise enough.
- Middle leaders are new to their roles and are not fully effective in leading improvement in their areas.
- Attendance is improving but has still not reached national rates.
- Pupils do not apply their writing skills effectively, either in English lessons or in other subjects. Their skills in using spelling, punctuation and grammar are not sufficiently developed.
- Pupils have weak skills in mathematical reasoning and problem-solving.
- Pupils' attitudes to learning are not consistent. Some do not take pride in their work and do not behave well enough in lessons.
- The activities for children in the early years do not support learning well enough for them to make rapid progress. The outdoor learning area is not used effectively.

### The school has the following strengths

- Leaders accurately identify the strengths and weaknesses of the school. Leaders work successfully to improve the culture of the school.
- The multi-academy trust provides effective support and challenge to the leaders, which is further helping the school to improve.
- Teaching assistants and other adults contribute effectively to pupils' learning.
- The curriculum is broad and balanced and provides a wide range of enrichment activities to extend pupils' learning.
- Pupils' personal development and welfare are good because of the school's focus on values and the spiritual, moral, social and cultural experiences.

## Full report

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

- Improve rates of progress for all groups of pupils in reading, writing, mathematics and phonics and thereby raise attainment.
- Improve the quality of leadership and management by:
  - ensuring that school development priorities sharply focus on the most important priorities and that the objectives detail the outcomes leaders expect following monitoring, evaluation and review
  - making sure leaders at all levels, particularly those new to their roles, receive further support and training to develop and extend their responsibilities
  - continuing and developing the effective strategies to improve the rates of attendance
  - ensuring that teachers and pupils consistently follow the presentation and assessment policies.
- Improve the quality of teaching, learning and assessment by ensuring that teachers consistently:
  - raise expectations and the level of challenge for all groups of pupils
  - plan work to meet the needs of pupils which enables them to be fully engaged in their learning and make rapid progress and eradicates low-level disruption
  - provide more opportunities for pupils to write at length, including across the curriculum
  - provide more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning
  - address basic misconceptions in spelling, grammar and punctuation.
- Provide more support and challenge to children in early years so they are better prepared for key stage 1.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- There has been considerable change in staffing since the school became an academy. Current leaders have addressed instability in teaching and have eradicated the least effective. However, they are aware that too much remains of insufficient quality to ensure that pupils make the rapid progress needed if they are to meet the standards expected of them.
- Leaders accurately identify the strengths and weaknesses in the school and develop clear plans for improvement. However, leaders do not set clear and specific targets in their plans so they are unable to know if the actions are successful.
- Many middle leaders who are new in post do not have the necessary skills to effectively drive forward improvements. As a result, progress in some areas is slow. Recently introduced initiatives are not embedded so are not effectively improving the quality of teaching.
- Leaders have introduced new systems for teachers to record what pupils can do and to plan what they need to learn next. Teachers check the accuracy of their assessments with staff from other schools in the multi-academy trust. However, leaders are not robustly checking that this system is effective so pupils' learning needs are not met in a range of different subjects across the school.
- Leaders are committed to ensuring that the school is at the heart of the community. They work hard to involve families in the school. This has resulted in a change of culture, where pupils and parents feel valued and part of a team. Attendance at parents' evenings is increasing. Pupils voluntarily attend extra classes to support their learning and a range of organisations provide additional activities in the school during holidays.
- Robust procedures are now in place to support the development of teaching and learning. Teachers are held to account for the progress of the pupils in their class. They are set challenging targets, but also receive a range of effective support and guidance from school leaders and the multi-academy trust to work towards these. These procedures are still at an early stage and have not had time to be fully effective at raising the quality of teaching and learning so that it is consistently good.
- The curriculum is broad and balanced. It provides a range of opportunities for pupils to extend their learning across different subjects. Specialist teachers develop art and music skills across the school. The curriculum promotes effectively pupils' understanding of safety and knowledge of the world, which prepares them well for living in modern Britain.
- Extra-curricular activities enrich and deepen pupils' learning. Leaders ensure pupils' entitlement through a 'curriculum promise', which sets out all the trips, visits and activities they will experience during their time at school. The school has embraced the teaching of values within the curriculum. As a result of these wider opportunities, pupils' aspirations are rising and they are developing a sense of pride in themselves, so have a more positive attitude to learning and school.
- The spiritual, moral, social and cultural development of pupils is well provided for and

is a strength of the school. Pupils show respect for and an understanding of other faiths. They regularly reflect on their own achievements and how they can further improve. Pupils know what is right and wrong and help each other to sort out arguments or problems. Pupils say, 'Even if you disagree with someone, you should still be polite to them.' The school has an elected parliament with pupils taking on different responsibilities. The ministers in the parliament take their responsibilities seriously and represent pupils' views well. Pupils celebrated Black History Month and raise funds for various charities over the year. The wide variety of opportunities both within and in addition to the curriculum further deepens pupils' understanding of fundamental British values.

- The school uses additional funding received for disadvantaged pupils to good effect. A wide range of agencies is involved with the school, particularly to support the social and emotional well-being of the pupils. Art and music therapy is provided in school time, and extra-curricular activities are available to all pupils. The school works hard with families to improve their engagement in school, including using an educational welfare officer to help improve pupils' attendance. As a result, disadvantaged pupils' progress and their positive engagement in school are improving.
- Funding received to support pupils who have special educational needs and/or disabilities is now being used more effectively, and is supporting these pupils to make more rapid progress.
- The additional sports funding is used effectively. Sports coaches develop the expertise and skills of teachers. The sports coaches provide active lunchtime activities to engage pupils in positive play. Pupils can access a variety of sports activities, such as indoor curling and table tennis. Pupils have the opportunity to take part in sports festivals and competitions. Consequently, pupils' interest and engagement in sport has risen, participation rates are greater and pupils receive a higher quality of teaching in physical education than previously.
- The multi-academy trust has an accurate view of the school's strengths and areas for development. It provides a range of support to the school, including holding regular reviews of the quality of provision to support school development planning, and opportunities for staff to share best practice across other schools within the trust. Through the 'give and get' initiative, they provide additional leadership capacity. They hold leaders to account robustly. As a result, the school is beginning to make more rapid improvements.

## **Governance of the school**

- The governing body understands the strengths and weaknesses of the school. Governors regularly review the detailed information they receive about pupils' achievement at progress board meetings. However, not all governors fully understand the information provided or use it to challenge leaders.
- Governors are aware of how the additional funding the school receives is used. They ask questions to check that the funding is improving outcomes for pupils.
- Governors check that safeguarding arrangements are effective and understand their statutory responsibilities. They receive up-to-date training on safeguarding.

- Governors are aware of how systems to check how teachers are performing are used in school.
- The multi-academy trust provides effective support and challenge to the local governing body.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff receive regular training and show a clear understanding of the safeguarding policies and procedures. They know what to do if they have any concerns about a pupil's safety and well-being. Concerns are acted upon swiftly. When referrals are made, they are followed up to check the right support is in place to protect pupils. Accurate records are kept and stored securely.
- Staff are recruited safely. Appropriate checks are in place for all adults working within the school to ensure the safety of the pupils.
- The school works effectively with a range of outside agencies to support its child protection and safeguarding arrangements. Pupils are supported very well, including through the use of learning mentors who work with a range of pupils with specific needs. Staff work closely with families to provide further help and guidance where needed.
- Pupils are taught well about how to keep themselves safe. They are very clear about how to keep safe online. Pupils say they feel safe in school and know there is always someone who will help them if they have a problem.
- Risk assessments are detailed and carried out as soon as they are needed.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- The quality of teaching, learning and assessment is not consistently good across all year groups and subjects. There have been significant staffing changes over the last two years, which has led to lack of stability in teaching. As a result, not all pupils are achieving the standards of which they are capable.
- Effective support is now improving the quality of teaching, some of which is now good. However, not enough teaching is enabling pupils to make the rapid progress they need.
- Teachers do not use information they have about what pupils can do well enough to plan for the next steps in their learning. This results in work being too hard or too easy. This sometimes leads to pupils losing interest in lessons and not behaving appropriately. Consequently, pupils do not make as much progress as they should.
- Newly introduced assessment systems are helping teachers build a more accurate picture of what pupils can achieve and how to plan work that meets their needs. Teachers work with staff from other schools in the multi-academy trust to help them use and understand the systems. However, they are not being used effectively in all year groups.

- Expectations of what pupils can achieve are not high enough in English and mathematics. Work set in some classes does not challenge pupils and some teachers do not insist that pupils complete the tasks to the best of their ability. Therefore, some pupils are not reaching their full potential.
- Pupils do not make good progress in writing because they are not taught to apply their skills effectively, either in English lessons or in other subjects. In addition, some teachers do not focus sufficiently on developing pupils' spelling, grammar and punctuation skills. As a result, some pupils repeat mistakes and do not improve their writing as well as they should.
- A new scheme for the teaching of phonics is now used consistently across the school. This is more effectively helping pupils learn to read. However, the teaching of phonics is not consistently good and therefore pupils still do not reach the standards which are expected for their age.
- A new mathematics scheme is helping some teachers to plan more effectively to improve pupils' learning, but this is not consistent across the school. In some mathematics groups, teachers' expectations of what pupils can do are too low. Pupils are not taught to apply their number knowledge effectively or reason mathematically and therefore are not making enough progress.
- Where teaching is more effective, work is set that matches the needs and interests of pupils. Teachers use questions that challenge pupils' thinking. They ensure that pupils understand what they have to do and have high expectations of what they can achieve. As a result, these pupils are making rapid progress.
- Specialist music and art teachers are employed by the school and teach across all year groups. Pupils in Year 4 have the opportunity to learn to play a musical instrument and there is a dedicated art room for pupils to use. Pupils say they love the music and art lessons. Inspectors saw and heard many examples of high-quality art and music produced by the pupils around the school.
- Visitors to the school are used effectively to help teach the wider curriculum. Pupils' understanding of bullying and how to keep themselves safe was deepened by the use of a specialist. They remember the advice and guidance the visitor gave them and have a good understanding of personal safety.
- Teaching assistants and other adults contribute effectively to pupil's learning. They work alongside class teachers and with pupils in small groups. They know the pupils well and have good relationships with them. Teaching assistants encourage pupils to think for themselves and to work independently, but also provide support where it is needed.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well cared for. The school has worked hard to support the social and emotional needs of all pupils. The introduction of values to encourage pupils and celebrate achievements has helped raise aspirations, improve attitudes to learning and

increase pupils' respect for each other. As a result, many pupils now enjoy school and talk with enthusiasm about their experiences and learning. Pupils are more confident and self-assured and show a good level of respect to adults.

- The school works with a range of outside agencies effectively. Music and art therapy, along with 'Forest School' sessions, support the emotional needs of pupils.
- Pupils have a good understanding of how to keep themselves healthy. They learn about healthy eating and have healthy snacks at breaktimes. Sports coaches work with pupils at lunchtimes to encourage active and positive play. A variety of sports are provided, such as table tennis and indoor curling, to widen pupils' experiences and interests. Extra-curricular clubs are free for all pupils to attend and are becoming increasingly popular. This is supporting pupils' physical and emotional well-being.
- Good supervision is in place at breaktimes. Staff interact positively with the pupils. Lunchtime supervisors have been trained to lead sports activities. A 'learning-zone' is provided for pupils who find the playground too busy and noisy. This means that they, too, can enjoy their lunchtime break.
- Pupils have a range of opportunities to take on additional responsibilities. The librarians are proud of their roles. The pupil parliament is elected and each member is assigned a specific area to lead.
- Pupils say that there is always someone they can talk to if they have a problem. They have a clear understanding of what bullying is and say that it happens rarely. If it does happen, pupils are confident it will be dealt with and will stop.
- The school has worked hard to engage the community and families in school life. Support is provided to families when needed. The communication and work with parents has improved. Parents have a more positive view of the school and the majority of them would recommend the school.
- Pupils have a deep understanding of how to keep themselves safe. They know how to stay safe online and when texting. They learn about road safety. Risk assessments are detailed and used well.
- The breakfast and after-school clubs are well run and provide a wide range of activities for the pupils. Healthy snacks are provided, and they are a positive social experience for the pupils. Additional funding is used to enable the club to be free for all pupils.

## **Behaviour**

- The behaviour of pupils requires improvement.
- Pupils are proud of their school, but do not routinely take pride in the presentation of their work. Attitudes to learning are variable, especially when the teaching does not interest the pupils.
- Pupils understand the new behaviour system and the majority respond well to it. They like the reward systems that are in place. Pupils say that behaviour has improved because, 'teachers deal with it more strictly'. However, the behaviour system is not consistently applied by all teachers, which leads to some pupils not behaving as well as they should in lessons.
- The school's behaviour records show that behaviour continues to improve. Exclusion

rates have reduced and parents say that behaviour has improved over the last two years.

- Pupils are generally polite, courteous and respectful of each other and adults. They move around school in an orderly way. Pupils eat their lunch sensibly in the dining hall and socialise positively.
- Attendance and lateness is now tackled more robustly. The school works with an educational welfare officer to support pupils and families where there are attendance issues. Attendance rates, including those for pupils who are persistently absent, are improving. However, attendance levels have still not reached national rates.

### Outcomes for pupils

### Requires improvement

- Pupils' progress by the end of key stage 2 in 2016 was below the national average for mathematics. It was in line with the national averages in reading and writing. Standards achieved by Year 6 pupils were below national averages in reading, writing and mathematics.
- Standards achieved at the end of key stage 1 in 2016 were below national averages in reading, writing and mathematics.
- As a result of the lack of challenge in teaching and learning, too few pupils achieve the higher standards at the end of key stage 1 and 2 in reading, writing and mathematics.
- The proportion of Year 1 pupils who achieved the required standard in the phonics screening check dropped to below the national average in 2016, having been above the national figure in 2015.
- The school's own assessment information shows that current pupils are making better than expected progress in reading, writing and mathematics. The work in pupil's books confirms this for some subjects and some year groups. However, there is still too much variability in the achievement of pupils across the school.
- School assessment information shows disadvantaged pupils are beginning to make better progress across the school in reading, writing and mathematics as a result of better use of the additional funding. However, their achievement is still below national figures at the end of key stages 1 and 2.
- Pupils who have special educational needs and/or disabilities made similar progress to their peers at the end of key stage 2 in reading, writing and mathematics. Effective support and guidance is enabling current pupils to make better rates of progress. However, this is not consistent across the school.
- Assessment of pupils' progress in subjects other than reading, writing and mathematics is at a very early stage so information about standards in other subjects was not available during the inspection.

### Early years provision

### Requires improvement

- The early years leader has an accurate understanding of the strengths and weaknesses of the early years provision. She has developed detailed actions to raise the quality of provision in the early years but there has not been enough time to fully implement all



of the actions. As a result, the provision remains underdeveloped, especially the outdoor learning environment.

- The early years leader has provided an effective range of training opportunities and support for the staff. She is using her expertise to coach and mentor staff, which is improving the quality of teaching. However, teaching is not consistently good.
- Teachers are using new assessment systems to greater effect. Teachers use what they know about children to plan more purposeful learning activities to meet their needs. Learning journeys record children's achievements and are more accurate at reflecting what they are able to do. However, the provision and learning activities are not yet enabling pupils to make the rapid progress they need to in order to be ready for the transition to Year 1.
- Behaviour in the early years has been successfully tackled. Children are confident, polite and respectful. They play together positively and are developing the ability to self-manage their behaviour and emotions.
- Children generally enter the Reception Year with skills that are well below those of typical four-year-olds. Outcomes by the end of the year for children have been rising for the last three years. However, the number of children reaching the expected standards remains below national figures. Leaders have set ambitious targets for this year.
- The early years team is building positive relationships with parents. There is an open-door policy. Parents are encouraged to discuss their child's learning and contribute to their learning journals. Newsletters are sent out and a phonics workshop was held to help parents understand how phonics is taught. Arrangements to support children when they start school are effective.
- Additional funding to support disadvantaged children is used effectively to support their needs. They are provided with the right support to help them achieve and make progress similar to other pupils.
- Safeguarding is effective. Policies and procedures, including the use of mobile phones and first aid, are understood by all staff and consistently applied.

## School details

Unique reference number	140159
Local authority	Birmingham
Inspection number	10025161

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The Griffin Schools Trust
Chair	Mr Mick Brown
Acting headteacher	Mrs Charlotte Watson-Nash
Telephone number	01216 759833
Website	<a href="http://www.chivenor-gst.org">www.chivenor-gst.org</a>
Email address	<a href="mailto:enquiry@chivenor.bham.sch.uk">enquiry@chivenor.bham.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- Chivenor Primary is a slightly larger than average-sized school.
- There has been a significant number of staffing changes since the school became an academy. There is an acting headteacher in post.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is well above average.
- The proportion of pupils from minority ethnic groups is just above average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- A breakfast and after-school club is run for the pupils.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' progress in reading, writing and mathematics for pupils by the end of Year 6.

- The school is part of the Griffin Schools Trust, which is the main governing body with legal and strategic responsibilities for all the Griffin Schools Trust schools. The local governing body focuses on the day-to-day responsibilities of the school. The school opened as an academy on 1 February 2014.

## Information about this inspection

- The inspectors observed teaching and learning in 35 lessons or parts of lessons. A number of these observations were undertaken with the headteacher.
- The inspectors met with pupils and heard a selection of pupils read. The inspectors looked at examples of pupils' work in their books and spoke to pupils about their learning. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons. There were 15 responses to the online pupil questionnaire, which were considered.
- Meetings were held with a number of senior leaders including the assistant headteachers, middle leaders and teachers. There were 27 responses to the staff online questionnaire, which were considered.
- The lead inspector met with the chair of the governing body, and met with two representatives of the Griffin Schools Trust.
- The opinions of parents were considered through 15 responses on Parent View (Ofsted's online questionnaire) and conversations with parents before and after school.
- Various school documents were scrutinised, including the school's self-evaluation, development plans, information about managing teachers' performance and staff training records. Information about pupils' progress, behaviour, attendance and safety were also analysed.

## Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Derek Barnes	Ofsted Inspector
Louise Minter	Ofsted Inspector

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