

# St Chad's CofE (VA) Primary School

Upper Green Lane, Hove Edge, Brighouse, West Yorkshire HD6 2PA

## Inspection dates

18–19 April 2018

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- From their starting points in Year 3, most groups of pupils make poor progress in key stage 2. Attainment by the end of Year 6 has declined and in 2017, attainment in reading, writing and mathematics was low. Pupils are not well prepared for secondary school.
- Teaching in key stage 2 is weak. Expectations of what pupils can achieve are low. Teachers' assessment of pupils is inaccurate and gaps in pupils' learning go unnoticed. Planned activities often fail to meet pupils' needs and abilities.
- Expectations of key stage 2 pupils' presentation, productivity and behaviour are not high enough. Too often, pupils do not take enough pride in the presentation of their work and produce too little of it.
- Key stage 2 pupils' conduct in class is not good. Too often, activities fail to engage and challenge pupils, resulting in low-level disruption or disengagement in learning.
- Leaders have an overgenerous view of teaching and outcomes in key stage 2. This stems from inaccurate assessments of pupils' achievement over time, as well as weaknesses in arrangements to check the quality of teaching.
- Leaders have not responded quickly enough to address weak teaching and pupils' underachievement in key stage 2.
- Governors do not have a strong enough understanding of their role to challenge leaders. Information given to them by some school leaders has not provided an accurate picture of performance.

### The school has the following strengths

- Effective leadership and good teaching in the early years means that children's learning gets off to a good start. Children make good progress and are well prepared for Year 1.
- Pupils in key stage 1 achieve very well. By the end of Year 2, pupils reach high standards in reading, writing and mathematics. The teaching of phonics is very effective.
- Pupils who have special educational needs (SEN) and/or disabilities are well served and make good progress.
- Pupils' personal development, well-being and their spiritual, moral, social and cultural development are all strong. The behaviour and attitudes of younger pupils are good.
- Pupils' attendance is consistently above average.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Urgently and rapidly improve the quality of teaching in key stage 2 so that pupils make good progress in reading, writing and mathematics by making sure that:
  - expectations of what pupils can achieve are consistently high
  - assessment information is accurate and is effectively used to plan activities which challenge pupils of varying abilities
  - pupils are given more opportunities to write at length and independently
  - pupils are given more chances to develop their mathematical reasoning and problem-solving skills
  - the broader curriculum is used to reinforce pupils' reading, writing and mathematics skills and that work across all subjects is challenging and engages pupils to reach the high standards of which they are capable.
- Strengthen leadership and management, particularly in key stage 2, by ensuring that:
  - assessment of pupils is accurate and provides leaders, governors and teachers with a clear understanding of pupils' progress and attainment in reading, writing and mathematics, so that where underachievement is apparent, urgent action is taken
  - the monitoring of teaching, assessment and behaviour is accurate in all key stages and that where action is required it is taken quickly
  - leaders make timely checks on the impact of actions taken to improve the school and closely consider their effectiveness, so that they can make further adjustments and improvements where they are needed
  - governors are well trained and supported so that they understand all the information they are given, can challenge and question leaders appropriately, and hold leaders effectively to account
  - the pupil premium is used well to have a positive impact on the achievement of disadvantaged pupils.
- Improve the behaviour of pupils, especially in key stage 2, by ensuring that:
  - teachers uphold high expectations of good behaviour so that no learning time is wasted
  - pupils are challenged in their learning so that they are well engaged and remain on task
  - staff take swift and timely action to address any low-level disruption
  - teachers encourage pupils to take pride in their learning and always present their

work neatly.

- Improve partnerships with parents and carers and respond to their concerns in a timely and robust manner.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- There is variation in the quality of leadership across the school. This has resulted in significant differences in the quality of education received by pupils in different key stages and in the outcomes they achieve.
- The headteacher and other leaders, including governors, do not have an accurate enough view of the impact of teaching in key stage 2. The effectiveness of this part of the school's work has declined significantly since the last inspection.
- Leaders have failed to recognise that in key stage 2, pupils' progress is poor because of weak teaching. They have not managed teachers' performance effectively to support improvements for key stage 2 pupils. This is because school assessment information is inaccurate, and leaders have not analysed the information they gather about teaching and learning effectively. Where leaders have identified areas for improvement, they have waited too long to check the effectiveness of the actions being taken. Therefore, leaders have not supported teachers with necessary training and development. Teaching is not improving quickly enough.
- Leadership of key stage 1 and the early years is strong and effective in driving school improvement forward. Teaching quality and, therefore, pupils' outcomes in these key stages are good. From their starting points, pupils do well and reach high standards across all areas of the curriculum, including phonics, reading, writing and mathematics.
- Not all pupils who are supported by the pupil premium funding are well served. Funding is not spent well to ensure that they succeed at key stage 2. These pupils, like other groups in key stage 2, make weak progress and only reach very low standards in reading, writing and mathematics.
- Leaders do not keep accurate records of pupils' behaviour. Low-level disruption is not dealt with quickly or effectively because leaders are not fully aware of this issue in key stage 2. Some pupils and parents say they have raised this issue with leaders but report that their concerns are not listened to. Some parents and pupils who shared their views say that the way pupils are sanctioned is inappropriate. For example, where learning is disrupted by a minority of pupils, the whole class is often sanctioned. This means low-level disruption persists.
- Parents' views of the school are very varied. Most parents are confident that the school keeps their children safe. Parents of children in the early years and key stage 1 are very pleased with their children's progress and behaviour. They also acknowledge that their children are very happy at school, thanks to the strong support from staff. Key stage 2 parents' views are less positive, however. While some are pleased with the school's work, others feel that the school is not well led, that behaviour is not good enough, and that their children do not make good enough progress.
- Leadership of the provision for pupils who have SEN and/or disabilities is effective. These pupils, although low in number, are well served across the school. Leaders ensure that pupils are assessed accurately and, therefore, leaders have a clear understanding of their needs. Leaders communicate these pupils' needs well to teaching staff and have provided strong resources and strategies to help teachers offer

good support. Leaders regularly review the impact of teaching on pupils who have SEN and/or disabilities and make any necessary adjustments needed to the provision as a result.

- In key stage 1, there have been changes to the way mathematics is taught. This has also happened in key stage 2, but the impact on progress has not been seen for older pupils. However, in the younger years, leaders' work has been effective in promoting more frequent and effective opportunities for pupils to use and apply their mathematics skills. As such, key stage 1 pupils progress rapidly in mathematics.
- The primary physical education (PE) and sport premium is well spent. Leaders have been effective in not only broadening the range of sports available to pupils, but also in increasing the number of pupils participating in sports on a regular basis. The scheme has been so successful that pupils compete successfully in various sports at a local level.
- The curriculum is broad and balanced in design; however, it is not consistently well taught. In key stage 1, the broader curriculum supports pupils' reading, writing and mathematics development effectively. However, in key stage 2, the teaching of different subjects, including science, French, history and geography, is poor. There is very little challenge and pupils have too few opportunities to develop skills across different subjects over time. Pupils report that topics are often repeated, meaning that learning can be less engaging and useful. In addition, opportunities to use the broader curriculum to support pupils' reading, writing and mathematics skills are missed.
- A wide range of events, such as trips, visitors into school and assemblies, support pupils' spiritual, moral, social and cultural development well. Pupils understand the values of their own faith and these tie in well with the celebration of British values, which are well understood. In discussion with a range of pupils, it is clear they have genuine interest in and respect for the way different people in Britain live and celebrate their different faiths and cultures.
- The local authority and diocese understand that the school is underperforming. The local authority has provided clear messages to the school about their concerns about key stage 2. However, the headteacher, alongside governors, has not responded to concerns quickly enough. Leaders in key stage 1 and the early years are responding very positively. These key stages continue to flourish.

### **Governance of the school**

- Governors do not have a clear and accurate understanding of the school. This is because information provided to them has been far too generous about pupils' outcomes in key stage 2.
- Governors have not interrogated and verified the information provided by leaders thoroughly enough. They have not effectively challenged the headteacher and other leaders about the impact of their work to improve key stage 2 provision and outcomes.
- Records are not kept well in school, including the minutes of important meetings in school and of governors' committee meetings. Therefore, the information provided to governors is limited and does not enable them to check and address issues raised. Governors have not ensured that leaders have used the additional funding for disadvantaged pupils effectively. This has contributed to pupils' poor outcomes at the

end of key stage 2.

## Safeguarding

- The arrangements for safeguarding are effective. Records of checks on staff members' qualifications are made, as well as checks on their suitability for working with children.
- Staff are trained in how to keep children safe. This means that they know how to respond if a child is at risk, or if they need further support from the school. Staff know who to go to if they believe a child is unsafe.
- Leaders and governors regularly review policies and protocols to ensure that they are fit for purpose and support pupils' safety. These policies are readily available for pupils, parents and staff to access.
- The school works effectively with the local authority and a range of external agencies to support pupils who are vulnerable. In the same way, the school is able to engage support for whole families to ensure that children are safe and well safeguarded.
- Pupils and parents also know what to do if they have a concern around pupils' safety. There is a range of information available to parents and pupils, and there are identified people in school they know to go to if they are worried.

## Quality of teaching, learning and assessment

## Inadequate

- In key stage 2, the quality of teaching, learning and assessment has deteriorated since the last inspection. As a result, pupils are making poor progress and standards in reading, writing and mathematics by the end of Year 6 are far too low, given pupils' starting points.
- In key stage 2, expectations of what pupils can do are not high enough. Teachers often provide work that lacks challenge for all groups of pupils, regardless of their ability. Not enough consideration is given to pupils' starting points or of their potential when planning activities. Therefore, pupils become off task and/or disengaged and do not work hard enough. This poor behaviour is not managed well and, therefore, contributes to the weak progress made over time in key stage 2.
- Information gathered to track and measure pupils' attainment and progress in key stage 2 is unreliable. School information indicates that standards of attainment are better than they are. Similarly, pupils' progress is assessed overly positively. Consequently, leaders and teachers do not have an accurate picture of how well pupils are doing over time.
- The teaching of reading is too variable across the school. Effective teaching of phonics in the early years and in key stage 1 is not built upon well enough in key stage 2. For many pupils, the work lacks sufficient challenge.
- Regular opportunities for younger pupils to write at length and develop their skills and creativity in writing have led to rapid improvements in outcomes in writing by the end of Year 2. Such opportunities in key stage 2 are often overlooked. Pupils rarely write at length and this means they do not develop stamina for writing. Pupils do not regularly get the chance to write independently and rely too heavily on the support of adults. Standards in writing are too low as a result.

- As a result of strong teaching in key stage 1, pupils are making good progress in mathematics. Pupils regularly practise their basic mathematical skills. They are provided with many opportunities to develop their reasoning and problem-solving skills by applying them to real-life situations. This is not the case in key stage 2, however, where too little time is given to developing these skills. Work is often too easy and prevents pupils from making adequate progress and reaching the standards they are capable of.
- Pupils who have SEN and/or disabilities are supported well in the classroom. Work is matched well to meet their individual needs and, as a result, they make good progress.

## 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 safe and can explain why this is. They report that there are adults they can talk to if they are worried or upset. They also report that there are very few serious behaviour incidents which could make them feel unsafe. They say bullying is rare and that there is very little aggressive behaviour.
- Pupils know how to use the internet safely. They know how to avoid potential dangers when using the internet, and how to report a concern if they are worried.
- Pupils also know what to do to keep fit and healthy. There are lots of opportunities to play a wide range of sports. These are available in PE lessons, as well as after school and at the weekend.
- During PE, pupils also learn a lot about the importance of eating healthily, which is helped by the healthy school dinners they have at school. Pupils report that these are very tasty and that there is a wide range of options; a large proportion of pupils opt to have school dinners.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' conduct is variable. Across all key stages, pupils' conduct around school is strong. They are polite and respectful. They are also friendly and welcoming. Different age groups of pupils play well together. Key stage 1 pupils also conduct themselves well in lessons, where they are well engaged and remain on task.
- In key stage 2, pupils' conduct is not consistently good in class. Due to low expectations by teachers, pupils' approach to learning is sometimes too casual, and pupils are off task too often. Some pupils chat when they are supposed to be learning. Teachers sometimes challenge pupils about their behaviour but not robustly enough and, generally, pupils do not heed teachers' warnings. In turn, teachers allow this behaviour to continue.
- Pupils' attitudes to learning in key stage 2 are not consistently good. Too often, pupils do not do enough work and leave work incomplete. This impedes the progress they make. Key stage 2 pupils report that low-level disruption by some pupils interrupts

their learning. This further impedes their progress.

- Pupils in key stage 2 do not take enough pride in their learning. Their handwriting can deteriorate over time and overall presentation is often untidy. This is not an issue in key stage 1, where higher expectations of pupils lead to their strong and improving presentation, especially with their handwriting.
- The attitudes to learning at key stage 1 are stronger because teachers make their expectations very clear. Teachers provide stimulating and challenging work that interests pupils and supports their engagement, which in turn means that pupils work hard, develop strong learning behaviours and make strong progress.
- Pupils' attendance across the school is high and is consistently above the national average. This is the case for different groups of pupils, including disadvantaged pupils and those who have SEN and/or disabilities. Furthermore, very few pupils are persistently absent.

### Outcomes for pupils

### Inadequate

- Pupils in key stage 2 make inadequate progress from their starting points when they enter Year 3. In Year 6 in 2017, overall standards in reading, writing and mathematics were well below average. Progress in writing was particularly weak. Current pupils in key stage 2 continue to make poor progress. Pupils are not well prepared for the next stage of their education.
- In contrast, children's learning gets off to a good start in the early years and pupils continue to make good progress in key stage 1. Standards are rising. At the end of Year 2 in 2017, standards in reading, writing and mathematics were all considerably higher than average. An above average proportion of pupils also attained at greater depth in reading, writing and mathematics. This strong performance stems from both effective leadership and consistently good teaching.
- The progress of disadvantaged pupils across the school is too variable. While younger pupils make good progress, in key stage 2, disadvantaged pupils do not make good progress. Too few reach the standards expected of pupils nationally by the end of Year 6. Progress is extremely weak, especially in reading and writing. The pupil premium funding is having little impact on improving progress for disadvantaged pupils in key stage 2, which remains well below average.
- Similarly, the progress of the most able pupils is highly variable. Although they make good progress in key stage 1, their progress in key stage 2 is weak. Too few reach the higher standards or achieve their potential. Their progress is held back because expectations of what they can achieve are too low and the work provided lacks challenge.
- Effective leadership ensures that pupils who have SEN and/or disabilities are supported well. Inspection evidence indicates that this group of pupils are making good progress overall.
- The proportion of pupils who reach the expected standard in the Year 1 phonics screening check has been consistently high in recent years. Throughout the early years and key stage 1, the teaching of phonics is effective. Pupils are very well prepared for reading in key stage 2. Pupils' progress in learning to read slows, however, through key



stage 2.

## Early years provision

Good

- Most children arrive in school with levels of development which are typical for their age. From these starting points, children make good progress, with an above average proportion reaching a good level of development and some exceeding this measure by the time they leave Reception. This means they arrive in Year 1 well prepared for their learning.
- Leaders have ensured that there is an accurate and robust assessment system in place which regularly checks children's development across the different learning areas. This means that teachers and support staff understand children's needs well. They use this information to plan activities that are well matched to their varying needs and abilities.
- Teachers plan well to ensure that the curriculum is broad and balanced and also takes close consideration of children's interests. This helps to engage children, who are keen to try various activities. Children are enthusiastic learners as a result.
- Leaders skilfully plan activities to engage children in a range of learning areas. The varied activities available across the indoor and outdoor setting help to develop children's skills across the many areas of the curriculum, including the development of their personal, social and emotional skills. Reading, writing and number work are regularly practised by children. However, better use could be made of opportunities to develop children's language skills when they learn and play outdoors.
- Leaders understand the strengths and areas for development within the early years setting. They respond proactively and effectively to ensure that they quickly overcome any issues. This reflects in the effective systems in place, such as those to assess children's achievement and monitor the quality of provision. Leaders, as a result, are well informed about how they can make further improvements.
- Parents are well engaged in their children's education and have a very positive view of the school. They report that their children settle well and very quickly into school life. They feel well informed about their child's progress and report that they are welcomed warmly by teachers and support staff. This encourages them to talk to adults if they have a concern, or if they want clarification. Parents acknowledge that adults respond positively to any concerns they raise.
- Children's conduct and attitudes to learning are positive and they behave well. Children move calmly and purposefully between activities to make the most of their learning time. There are well-established routines in place that the children know and understand. Children value these routines; they help them to feel secure and safe in the setting. Children's good personal development contributes to the strong progress they make.
- Safeguarding in the early years is effective and the statutory welfare requirements are in place and met appropriately.

## School details

Unique reference number	107549
Local authority	Calderdale
Inspection number	10047389

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

Type of school	Primary
School category	Voluntary aided/Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Ed Doherty
Headteacher	Graeme Genty
Telephone number	01484 712361
Website	<a href="http://www.st-chads.calderdale.sch.uk">www.st-chads.calderdale.sch.uk</a>
Email address	<a href="mailto:head@st-chads.calderdale.sch.uk">head@st-chads.calderdale.sch.uk</a>
Date of previous inspection	17–18 October 2013

## Information about this school

- Most pupils are White British. The proportion of pupils who are from minority ethnic groups, or who speak English as an additional language, is well below average.
- A lower than average proportion of pupils are disadvantaged.
- The proportion of pupils who have SEN and/or disabilities is well below average. The proportion of pupils who have an education, health and care plan is average.
- Pupils start in the school in the Reception class on a full-time basis.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- The school has received support from the local authority and the diocese.

## Information about this inspection

- The inspectors observed teaching and learning in a range of lessons and scrutinised work in some pupils' books.
- Inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with two groups of pupils from Year 1 to Year 6.
- Inspectors heard pupils read from Year 2 and Year 6.
- Meetings were held with senior and middle leaders. Meetings also took place with the chair of the governing body and a representative from the local authority. A telephone discussion was held with a representative from the diocese.
- Inspectors scrutinised a range of documents, including the school's arrangements for safeguarding, performance management procedures, leaders' monitoring documentation, leaders' reports to governors and pupils' attendance and behaviour information. They also looked at the school's assessment information showing pupils' attainment and progress.
- The inspectors considered the views of parents through the 52 responses to Ofsted's online questionnaire, Parent View. They also spoke to a range of parents as they brought their children to school. They took into account the 15 staff responses to the online questionnaire.

## Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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