

# Cheslyn Hay Primary School

Saredon Road, Cheslyn Hay, Walsall, West Midlands WS6 7JQ

## Inspection dates

9–10 July 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Under the headteacher's leadership, the staff team has worked successfully to create a calm, welcoming and happy school. Pupils say, 'Mr Griffiths is the boss and he's very kind to everyone.'
- Senior leaders have worked hard to improve teaching and outcomes. Their monitoring has improved the quality of teaching, although some unproductive teaching remains.
- Most current pupils make strong progress in a range of subjects. Although outcomes are not yet good at key stage 2, the impact of improvements across the school demonstrates that its overall effectiveness is good.
- Governors have an accurate overview of the school's strengths and areas for improvement. They provide effective support and challenge for leaders.
- The curriculum provides a wide range of opportunities and experiences that deliver memorable moments for pupils. For many subjects, the curriculum develops skills, knowledge and understanding at an appropriate level. Nevertheless, pupils would benefit from more opportunities to engage in a range of scientific enquiries.
- There are strengths in the quality of teaching and learning within the school. This is clearly seen in the pupils' books. However, inconsistencies sometimes mean that work is not planned at the right level of challenge and this limits some pupils' ability to make the progress which they are capable of.
- Some pupils show care and pride in their work and present it to a high standard. As yet, standards of presentation vary between classes and year groups.
- A very wide range of support, nurture and help is available for pupils who are disadvantaged or those with special educational needs and/or disabilities (SEND). This aids their educational, social and emotional development.
- Subject leaders benefit from training to develop their leadership skills. Leaders of some subjects need further development to enable them to have greater impact on school improvement.
- Sometimes, pupils are limited in how they present their work. The overuse of worksheets restricts pupils' ability to set their work out and to show their capabilities as an independent learner.
- The teaching of phonics is effective in providing pupils with early reading skills. Pupils of all ages read well. They enjoy reading and read challenging vocabulary well, using effective strategies to help read unfamiliar words. Pupils can discuss the meanings of words and talk about the story in detail.
- Leaders in the early years have developed routines and a curriculum that recognises and responds to the needs of children entering the setting. They make sure that high-quality teaching is a consistent part of each and every day.
- Adults in the early years are knowledgeable and skilled practitioners. They sensitively support and challenge children to grow and develop as independent, inquisitive confident and articulate learners.
- Pupils enjoy school and feel safe. Most pupils behave well in lessons and value their learning.

## Full report

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

- Strengthen leadership and management, by:
  - ensuring that monitoring continues to remove ineffective teaching and secures consistently good teaching
  - developing the leadership skills of middle leaders, so that they can further enhance the quality of teaching and pupils' outcomes in the subjects they lead.
- Further improve teaching, learning and assessment by ensuring that:
  - teaching is consistently well matched to pupils' needs and that pupils are challenged effectively
  - teaching supports pupils in learning to present their work to a high standard
  - further opportunities for science investigations are provided across all year groups.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher and governors lead with determination to bring about improvement. They have shown strength and sensitivity in overcoming the challenges that the school has faced. They have refined school improvement plans. This has ensured that they are focusing on the right priorities and improving outcomes for pupils.
- Leaders make regular checks on the quality of teaching. Their feedback to teachers recognises their strengths and provides clear next steps. In addition, they now ensure that pupils' progress in subjects across the curriculum is a high priority. Leaders regularly check on pupils' progress and ensure that action is taken to support any pupil at risk of falling behind.
- Leaders have worked successfully with the local authority and a national leader in education since the previous inspection. This, along with working closely with a range of other external support, has been effective and has contributed to improving standards.
- All staff benefit from professional development opportunities that are linked to whole-school priorities and the needs of individual members of staff. For example, staff have received training to enhance their subject knowledge in English and to ensure that pupils are clear on the purpose and audience of their writing. All staff agree that the school challenges all pupils to make at least good progress. A high proportion are proud to be a member of staff at the school.
- Leaders have maintained a broad and balanced curriculum while leading improvements in English and mathematics. They have ensured that the curriculum creates purposeful learning opportunities and often links subjects together to provide further interest. Prior contextual knowledge, including visits and visitors, support the development of powerful vocabulary. However, science mainly focuses on scientific knowledge and pupils do not plan and carry out science enquiries very often.
- The leadership of writing and mathematics is secure. These leaders provide support for teachers and have successfully contributed to the overall improvement in teaching in these subjects. They work with staff to ensure that assessments are accurate and challenge them to have consistently high expectations of what pupils can achieve. In other subjects, leaders' skills are less well developed, so they have less impact on school improvement.
- Pupils with SEND make good progress from their starting points. The special educational needs coordinator knows the needs of each pupil well. She, alongside further staff members, checks the quality of support, including intervention activities, regularly and she accurately assesses the progress that pupils make.
- Pupils benefit from an extensive range of extra-curricular opportunities, including many sports, music and enterprise activities. Governors and staff are determined that all pupils will experience the leaders' vision of 'leaving Cheslyn Hay with positive and long-lasting memories'. From singing in a large choir in Birmingham to performing in musical recitals or the school's 'Showstoppers' production; taking part in many sporting competitions; experiencing risk-taking, outdoor-learning activities; planting trees to

improve the environment or staying away from home on residential, these memory-making experiences really do equip pupils to be well prepared for the next stage in their education.

- Leaders ensure that the additional pupil premium funding is targeted effectively. It is being used to meet pupils' personal & educational needs. As a result, most disadvantaged pupils currently in school are making good progress in all subjects.
- Leaders use the physical education (PE) and sport premium successfully to improve pupils' health and well-being. They provide a large range of opportunities for pupils to be involved in physical activities and sports. All pupils in key stage 2 have had the opportunity to take part in intra- or inter-school games and sports. Resources and equipment have been purchased to enhance the teaching of PE. Leaders utilise the proximity and links with local schools and leisure centre to strengthen sporting provision.
- Pupils' spiritual, moral, social and cultural development, including learning about British values, is promoted well. Pupils learn about faiths and cultures different to their own and, through in-school elections, they develop an understanding of democracy. Year 6 pupils recently enjoyed success as business entrepreneurs, raising over £500 in enterprise week. Leaders provide a wide range of activities in after-school clubs, such as football, skipping, dance, French, art, and sign language club.
- Most parents have a positive view of the work of the school. Many agree that their children are safe, happy and make good progress. A number of parents praise the support and care given to their children and the range of opportunities provided for sporting activities and educational visits.

## **Governance of the school**

- Governors have acted swiftly to address identified areas for improvement from the previous inspection.
- They have a clear understanding of their roles and accountability. They challenge the headteacher at appropriate levels on a range of aspects. They know the strengths of the school and are very clear on what needs to be done to bring about further improvements.
- Governors recognise the importance of, and the need to strengthen, distributed leadership. They have taken action to involve middle leaders in the work of the governing body. Consequently, governors are increasingly able to check what they are told in a range of ways. This leads to their support and challenge improving outcomes for pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Relevant checks on staff and visitors are carried out correctly. Record-keeping is organised well, and all information is kept securely. Records show that leaders act swiftly when they have any concerns about a pupil's safety or well-being.
- Leaders have established a safeguarding culture which ensures that everyone

understands their responsibility for keeping pupils safe and promoting their welfare. Staff receive effective training in safeguarding matters. As a result, they know the signs of different types of abuse and are clear about how to report any concerns they have using the school's agreed procedures.

- All staff who completed the inspection survey are confident that pupils are safe in school. Most of the parents who completed Ofsted's online questionnaire, Parent View, agreed that their children are well looked after, feel safe and are happy in school. Pupils said that they feel safe in school and could explain how the curriculum helps them to learn how to stay safe. For example, pupils know how to use the internet safely, learn about the danger that medicines and household products can pose, and learn about fire safety.

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

**Good**

- Staff and pupils form strong and respectful relationships. Pupils work cooperatively together and enjoy sharing their ideas. Most teachers and teaching assistants have a deep understanding of pupils' individual needs. They successfully use their knowledge of individual pupils to choose the best way to keep pupils focused and engaged.
- The teaching of phonics is good. This starts in the early years and is built on successfully as pupils move through the school. Pupils have a secure ability to break down words and blend sounds together to work out new or difficult words. Pupils in key stage 1 apply their knowledge of the sounds that letters make when they are reading and become confident and fluent readers. Teachers ensure that pupils in key stage 2 develop comprehension skills. Pupils enjoy reading and read with expression and intonation. They actively engaged in conversations with inspectors about the books they were reading.
- As a result of staff training and revised approaches to teaching, for example in writing and mathematics, most teachers have high expectations of what pupils can achieve. There is a clear focus on making sure that pupils have a strong understanding of basic concepts to support their progress across a broad range of subjects.
- Leaders and teachers have worked hard to ensure that there are consistent approaches to teaching, learning and assessment across the school. These are increasingly effective, with some strong teaching seen in some year groups. Yet some inconsistencies remain that impact on pupils' progress. These include variation in the standards of presentation expected, quality of handwriting and the accuracy and level of challenge provided to the pupils. A few teachers also use an extensive number of writing frames in some subjects. Work in books shows that where there is an overuse of worksheets, this reduces pupils' work output and limits their ability to set their work out independently.
- Most lessons are carefully planned to engage pupils' interests and develop their understanding. Sometimes, however, activities are not well matched to pupils' needs, being either too easy or too challenging. On the occasions when pupils complete tasks quickly but do not have any follow-on activities learning time in lessons is lost.
- Teachers are involved in the systems to assess and track pupils' progress that have been extended across the school. There is a focus on checking the accuracy of assessments by comparing examples of pupils' work in year groups and across the

school. Some teachers, especially in Year 2 and 6, also check standards with teachers in other schools. Leaders and teachers use this information to identify any additional support required and to ensure that the curriculum is taught at the appropriate level.

- Pupils have very regular opportunities to write at length and in a variety of styles and genres. Pupils apply their writing skills effectively across a wide range of subjects. Teachers model their expectations effectively. In most lessons, pupils are well supported and clear on what they are expected to achieve, although teachers do not always have consistently high enough expectations for the presentation of work.
- Leaders and teachers attach a strong importance to ensuring that pupils experience a creative and practical curriculum across all subjects. Pupils have opportunities to make meaningful and appropriate links between subjects. This rich curriculum both inspires and excites pupils in their learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are respectful, considerate and mature individuals who are proud to be a member of their school community. All who responded to Ofsted's online survey were clear that the school encourages them to respect people from other backgrounds and to treat everyone equally. Some lovely examples were shared with inspectors of deep friendships during events, such as sports day and 'Showstoppers', sensitively and respectfully promoting and facilitating equality for all.
- Pupils are also keen to take on responsibilities by joining one of the school's councils. Pupils proudly shared with inspectors the difference they make. For example, school councillors have been involved in listening to pupil voice as they develop the lunch menu.
- Leaders and staff have created a caring and nurturing school where pupils are happy, feel safe and achieve well in most subjects. As one parent, echoing the views of many, put it: 'Brilliant and caring teachers who help your children succeed. I would highly recommend the school to anyone.' Another comment was, 'This school goes above and beyond for its pupils, [with] attention to every detail from extra tuition to extra-curricular activities.'
- The school's breakfast club provides a safe and welcoming start to the day. Pupils attend for a variety of reasons, and for some the care and individual attention that they receive support a smooth transition into the start of their school day.
- Lunchtimes are calm and well-organised. Pupils and staff chatted socially with each other, with a strong relationship clear for all to see. During the inspection, older pupils enjoyed the opportunity to eat their lunch outside in the sunshine and showed respect for this privilege, while younger pupils sang an extensive repertoire of nursery rhymes as they collected their lunch.

### Behaviour

- The behaviour of pupils is good.
- The majority of parents and pupils who responded to Ofsted’s online survey say behaviour is good and all staff say staff consistently manage the behaviour of pupils well and that pupils’ behaviour is at least good.
- School attendance levels hover around the national average. Leaders have taken robust action to reduce the proportion of pupils who are persistently absent. The importance of good attendance has a high profile across the school. Leaders monitor attendance carefully, promptly follow up any absence and implement a range of actions to maintain a focus on improving attendance further. They are alert to the possibility of children going missing from education and work with external agencies to minimise any risk.
- Pupils’ attitudes to their work are good. In most lessons, pupils concentrate well. However, some pupils do not always consistently take pride in their work.
- Pupils understand the behaviour policy and are clear that that there is very little bullying at Cheslyn Hay. Almost all the pupils who responded to Ofsted’s online pupil survey say that when bullying does happen staff deal with it well. All staff responding to the survey say the school deals with any cases of bullying of pupils effectively. A very small number of parents raised concerns about the welfare and safety of their children. Evidence gathered during the inspection does not substantiate these concerns.
- Leaders monitor any incidents of poor behaviour carefully. They work closely with pupils and their families. This has resulted in a reduction of recorded incidents year on year and no exclusions of any kind for the past two years.

## Outcomes for pupils

**Good**

- Leaders make termly checks on the progress that individual pupils make. Recent refinements allow leaders to check if pupils are making the progress they should against their starting points. This has sharpened leaders’ focus on progress over time.
- Leaders hold half-termly pupil-progress meetings with teachers. Together with the class teacher, they identify any gaps in learning and any pupils who might be at risk of falling behind. This information is now used to plan effective intervention activities to help pupils catch up. ‘Pre-teaching’ in mathematics has been particularly effective at improving pupils’ confidence in tackling problems.
- The majority of pupils, across all year groups, are currently making good progress. Most are now working at the standard expected for their age, particularly in reading and mathematics and increasingly in writing. This applies to pupils of all ability ranges, including the most able and those who are disadvantaged. Higher-attaining pupils are working at greater depth in reading and mathematics in most year groups. Increasing proportions are working at greater depth in English and mathematics in Years 5 and 6.
- For 2017 and 2018, in assessments at the end of key stage 1, Year 2 pupils’ attainment at the expected standards was above the national average in reading, writing and mathematics. Their attainment at greater depth was above the national average in reading and mathematics.

- Published results at the end of key stage 2 for the number of pupils meeting the expected standards in writing and mathematics has been below national figures for at least the previous two years. Progress has been below the national average in reading, writing and mathematics, with a three-year declining trend. This decline has been halted with an increasing number of pupils now working at the level expected for their age in reading, writing and mathematics.
- There are few disadvantaged pupils in each year group. Therefore, it is not appropriate to comment on specific outcomes for this group of pupils. However, work in books shows that disadvantaged pupils make similar progress to other pupils across the curriculum.
- The proportion of pupils who reached the expected standard in phonics at the end of Year 1 rose in 2018 and is now above average.
- Pupils with SEND make strong progress from their starting points. Leaders track this progress in detail to ensure that interventions are closely matched to pupils' needs.

### Early years provision

**Good**

- Leaders have ensured that the early years environment, both indoors and outdoors, is stimulating and promotes all areas of development. They have taken time to consider the early years as a unit and how the environment and curriculum can meet the needs of all children. This supports children to develop and progress well in all areas of the early years curriculum and ensures that they are ready to move into Year 1.
- The early years leader has a thorough understanding of the strengths and areas for further improvement across the setting. She is very well supported by the wider team of knowledgeable practitioners and together they share high expectations of what all children can do.
- Adults interact well with children and their interaction supports and challenges children. They model clear vocabulary and speak in full sentences. Relationships between adults and children are strong and as a result there is a harmonious industrious atmosphere across the early years. During the inspection, inspectors heard vocabulary articulated well, with ambitious vocabulary used in both Nursery and Reception. For example, in Nursery vocabulary included 'total', 'add', 'groups of' and 'increase'.
- Teaching is good and adults show secure subject knowledge and understanding of child development. They intervene appropriately in activities and ask questions to develop children's understanding and maximise their progress. Activities are well planned to stimulate children's interests and advance their skills. Children in both Nursery and Reception are proud of what they achieve. One child told an inspector: 'We are confident learners.' Another child was keen to share their written story book of an extended story about a princess. The writing showed that they can form letters correctly, write many common words accurately and apply their phonics knowledge accurately to give them success as a writer.
- Pupils work independently and collaboratively in smaller and larger groups and use language well to communicate. They take it in turns to talk and explain to each other. Children are confident, articulate, inquisitive learners who are eager to experience the opportunities in the provision. They recall visits they have been on and told an



inspector: 'I liked seeing the Gruffalo at the theatre. It made me laugh when the fox ran around the stage.'

- Most children enter Reception with skills and knowledge broadly typical for their age. By the time they leave the Reception Year, all children have made good progress in all areas of learning. The proportion of children achieving a good level of development in 2018 was well above the national average. Leaders do not yet consistently assess children's baseline on entry to Nursery, but learning journals show that pupils make good progress that supports them to make a successful transition across to Reception.
- Early years staff develop strong links with parents and there are good systems in place to help children settle quickly into school life. Staff provide regular opportunities for parents to be involved in their children's education, for example through class assemblies and having daily access to the electronic learning journals. Parents who spoke to an inspector on the playground were positive about the communication between home and school and the progress their children were making.
- Safeguarding in the early years is effective. All welfare requirements are met, and children are happy, safe and nurtured.

## School details

Unique reference number	124189
Local authority	Staffordshire
Inspection number	10094511

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Jan Toplis
Headteacher	Craig Griffiths
Telephone number	01922 667950
Website	<a href="http://www.cheslynhay-primary.staffs.sch.uk">www.cheslynhay-primary.staffs.sch.uk</a>
Email address	<a href="mailto:headteacher@cheslynhay-primary.staffs.sch.uk">headteacher@cheslynhay-primary.staffs.sch.uk</a>
Date of previous inspection	31 January 2019

## Information about this school

- Cheslyn Hay Primary School is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is well below the national average. The proportion of pupils who have an education, health and care plan is broadly in line with the national average.
- The school provides part-time places for children in the Nursery class, supplemented by a further 15 hours of nursery provision in Bright Sparks.
- The school runs extended provision before and after school as well as a holiday club.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. Some observations were carried out with a senior leader.
- Meetings were held with the headteacher and members of staff with leadership responsibilities. Discussions were held with members of the governing body, external consultants for school improvement and monitoring, and a representative of the local authority.
- Inspectors took account of the 104 responses to Parent View and the 94 free-text responses as well comments made by parents as they brought their children to school.
- Staff views were evaluated through the 23 responses to Ofsted’s staff questionnaire, together with those shared by six staff through a meeting with an inspector.
- Pupils’ views were collected by talking to pupils during the school day, informally at breaktimes and lunchtimes, as well as through meetings with them and evaluations of the 92 responses to Ofsted’s pupil questionnaire.
- Inspectors listened to a selection of pupils read and reviewed the work in their books with subject leaders.
- Inspectors sat in on a music recital.
- A number of documents were reviewed, including: the school’s own self-evaluation; the school development plan; the school’s data on pupils’ attainment and progress; behaviour logs; minutes of governors’ meetings; and records relating to behaviour, attendance, risk assessments and safeguarding. The school’s website was also studied.

## Inspection team

Kirsty Foulkes, lead inspector	Ofsted Inspector
Helen Quinn	Ofsted Inspector
Michael Appleby	Ofsted Inspector

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