

Inspection of Chaddesley Corbett Endowed Primary School

Nethercroft Meadow, Lower Chaddesley, Kidderminster, Worcestershire DY10 4QN

Inspection dates: 8–9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy learning at Chaddesley Corbett School. They eagerly share snippets of information and facts that they have learned with adults. Pupils are quick to make links with what they already know. They especially love to learn in the extensive outdoor space that surrounds the school.

Pupils are doing better now than they did in the past. This is because leaders have raised expectations across the school. Leaders and teachers want all pupils to do well, especially in reading and mathematics. Leaders ensure that the curriculum is broad and balanced for all pupils. The wide range of subjects that pupils study helps them learn about the world they are growing up in.

There is a 'learning buzz' across the school. Pupils talk openly about behaviour. They say that behaviour is good because they have lots of friends, work hard and everyone gets on. However, they also say that some pupils talk over the teachers. Teachers encourage all pupils do the right thing.

Pupils who we spoke to us say that they feel safe and well looked after at school. The anti-bullying ambassadors say that they sort out squabbles, not bullying. Pupils know what bullying is and say that it doesn't happen often. When it does, adults work with pupils to sort out any issues.

What does the school do well and what does it need to do better?

Leaders and governors have improved all aspects of the school since the last inspection. They work together to make sure that everyone understands what is expected. Leaders plan improvements carefully. They know what to do to make the school even better. Leaders, staff and governors are ambitious for the school and its pupils.

The quality of education has improved. Pupils make better progress than they have in the past. Leaders make sure that the curriculum helps pupils develop skills and knowledge in a range of subjects. They have involved teachers fully in developing this curriculum. It is sequenced so that pupils remember more over time. Pupils are interested and motivated by what they are learning. They talk enthusiastically about different subjects, especially science and history.

The teaching of reading has been a priority for improvement. Nursery and Reception children learn their sounds quickly. If children struggle, adults help them straightaway. Pupils like to talk about their favourite books and authors. New ways of teaching reading help pupils get the skills they need to be successful. However, by sticking closely to the agreed approach, some pupils are limited in what they are expected to do. Leaders know that they can challenge pupils, especially the most able, even more.

Leaders are now improving mathematics. The link with the maths hub helps

teachers develop their knowledge. Staff are clear about what they want pupils to learn by the end of each year. This step-by-step approach helps pupils develop their skills in mathematics. It helps pupils catch up. Pupils are getting better at solving mathematics problems and explaining what they are doing.

Leaders check how well pupils are doing. They are developing simple and manageable ways to check what pupils have learned. They make sure that assessments are accurate.

Support for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders ensure that pupils get the support they need but do not miss out on the wide curriculum. The special educational needs coordinator (SENCo) helps pupils to become as independent as possible.

Pupils know how to behave. They are polite to visitors and use their manners well. However, some pupils talk over adults in lessons because they are eager to get on with their work. This disturbs other pupils. Some adults do not deal with this as quickly as they should.

The curriculum is carefully planned to meet the needs of the youngest children, including two-year-olds. Adults help children to think and explore for themselves. Children have lots of chances to practise new skills. They work well together. Children get a very good start in the Nursery and Reception classes.

Pupils have many opportunities to develop personally. Older pupils develop leadership skills, for example by running a book club in the library. Through the young citizens challenge, pupils help in the community. They learn about life in modern Britain. Well-being days and 'talkabout time' ensure that pupils' social and emotional needs are considered.

Most parents support the school. They say that their child is happy. Some parents worry that they do not have enough information about their child. They say that they do not know what leaders do when they raise concerns.

Governors are very skilled and knowledgeable. They use their experience to support and challenge leaders well. They work hard with senior leaders to continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities for keeping children safe at school. They are well trained and vigilant. 'Seven-minute briefings' are used weekly to keep everyone up to date. Checks on new staff and their suitability to work with children are timely.

Leaders follow up concerns quickly. They work closely with the local authority and seek advice when necessary. Pupils learn about good friendships and safer

relationships through the curriculum. Older pupils show a good understanding of how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced a consistent approach for teaching different subjects. However, some systems limit the learning possibilities for pupils especially the most able. Leaders should work with staff to ensure that a high level of challenge is provided swiftly for those pupils who need it. Leaders should continue to raise expectations of what every pupil can achieve.
- Pupils' conduct around school is good, but low-level disruption was observed in some lessons. This is often because adults do not deal with it quickly enough and pupils are eager to contribute and get on with their learning. Leaders should work with staff to ensure that pupils settle quickly to work. They should ensure that all adults have the highest expectations of pupils' behaviour.
- The vast majority of parents support the school. However, some worry that they do not know how well their child is progressing. They are not clear about the actions leaders have taken in response to concerns they raise. Leaders should further develop the positive working relationships with parents. Leaders should ensure that feedback to parents is timely and appropriate.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135046
Local authority	Worcestershire
Inspection number	10111675
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	Polly McMeeking
Headteacher	Emma James
Website	www.ccschool.co.uk
Date of previous inspection	27–28 June 2017

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspectors visited lessons in all year groups. Most lesson visits were with a senior leader.
- The inspectors talked to pupils about their learning and experiences in school. They looked at pupils' work in a range of different subjects to see how well the curriculum was applied. Inspectors focused on reading, mathematics, science and physical education (PE).
- Inspectors met with the headteacher, deputy headteacher and subject leaders for reading, mathematics, science and PE. The lead inspector met with the SENCo to discuss provision for pupils with SEND. The lead inspector held discussions with seven governors, including the chair and vice-chair of governors. She also held a discussion with the school improvement advisor for the school.
- Inspectors met with groups of teachers, including those who are new to the school, to discuss how they are supported to develop their skills, knowledge and understanding.
- A range of documentation was scrutinised, including school policies, curriculum documents, safeguarding information, including the checks that leaders make on

staff prior to employment, minutes of governors' meetings, and published information about pupils' performance. The school website was also scrutinised.

- An inspector spoke to parents at the end of the first day of inspection and again at the start of the second day. The lead inspector considered the 43 responses to Parent View and the 21 free-text responses.
- The inspector considered the 14 responses to the staff questionnaire.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

Barry Yeardsley

Ofsted Inspector

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