

Inspection of Chadsmoor Community Infants and Nursery School

Kingsway, Chadsmoor, Cannock, Staffordshire WS11 6EU

Inspection dates: 10–11 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils are happy to come to school. They are well cared for and they enjoy learning. There are positive relationships throughout the school. Pupils told inspectors that there was little bullying at the school. They are confident that staff would sort out any bullying if it happened.

Since the last inspection the quality of education has declined. Pupils have not achieved as well as they should have in English and mathematics by the end of key stage 1 despite a good start in the early years. Leaders have made the right changes to bring about improvements. Current pupils are doing better, particularly in reading and mathematics. Leaders have introduced a new approach to the curriculum, but its implementation is at an early stage.

There are a range of extra opportunities available for pupils, for example gardening, art and a variety of sports clubs. Pupils develop their citizenship skills in their roles as school councillors and play leaders. Pupils learn how to keep themselves safe and healthy.

Pupils behave well. They told us that they are kind to each other. Pupils are very proud of the playground 'buddy stop' because it means that no one is left on their own.

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

Leaders have focused on improving the quality of education in key stage 1 over the last two years. They have made successful changes to how reading and mathematics are taught to make sure that teachers are better meeting the needs of pupils. More recently, leaders have introduced a new approach to teaching writing. Pupils complete writing tasks linked to books they have read and with their learning in other subjects. There are signs of improvement. Pupils are writing more, and they are beginning to use a wider range of vocabulary. However, pupils' presentation, use of punctuation and spelling are not as good as it should be.

Last year there was a significant improvement in the proportion of pupils who met the expected standard in the Year 1 phonics screening check. Most pupils now have books which are matched to the sounds they know. However, the needs of the least able pupils, who find reading difficult, are not being met well enough. Leaders know what actions need to be taken to further improve the teaching of reading.

Pupils experience a broad curriculum. They enjoy learning because topics and planned activities are interesting. However, most subject plans are not sequenced well enough to ensure that pupils build on what they already know. Furthermore, teachers do not have high enough expectations of the quality of work that pupils can produce. This means that some pupils do not achieve as well as they could. An

exception to this is music. Plans are well organised to ensure that pupils build their musical knowledge and skills well. Pupils are keen to play instruments and participation in performances is high.

Pupils with special educational needs and/or disabilities (SEND) receive additional support to help them achieve their individual targets. As a result, pupils with SEND are making better progress than in the past. However, there is more to do to ensure that planned learning tasks across all subjects are more closely matched to their needs.

The quality of education in the early years is a strength of the school. Children get off to a great start in the Nursery. They continue to make good progress in Reception so that they are academically, socially and emotionally ready for Year 1. Children enjoy a rich and varied curriculum. They develop good basic skills in reading, writing and mathematics. Staff ensure that there is a tight focus on developing children's language and communication skills. Careful assessment has identified that many children have difficulties in these areas when they start school. Relationships with families are very positive.

Pupils behave well. They understand the behaviour system and are keen to receive praise from their teachers. Leaders are working hard to improve attendance. Despite this, some pupils do not attend school as often as they should.

Leaders ensure that promoting pupils' personal development is a priority. This is woven throughout the curriculum. For example, pupils learn about different religions and cultures. During the inspection pupils told inspectors that everyone is welcome at their school.

Governors are dedicated to the school. They know what it does well and what needs to be better. Staff told us that while there have been lots of changes, leaders are mindful of their workload. The parents we spoke to during the inspection are positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding pupils is a priority for all staff. Leaders ensure that staff receive up-to-date training. This means that they know how to spot any signs that a pupil might be at risk. Staff report any concerns they have promptly. Leaders work with a range of external agencies to ensure the most vulnerable pupils get the help they need. Leaders carry out the right checks on staff and volunteers before they start to work.

The pupils learn how to keep themselves safe, for example when they use the internet, when they are crossing the road and when they are near water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of early reading skills does not meet the needs of the least able pupils in key stage 1 well enough. This group of pupils are not developing the skills they need to be confident, fluent readers. Leaders should review how well the weakest readers are supported to catch up with their peers.
- Leaders have recently introduced a new approach to how writing is taught. This new approach is not yet fully embedded throughout key stage 1. Standards in this subject remain low because pupils' handwriting, use of punctuation and spelling is not as good as it should be. Leaders should ensure that all teachers are consistently implementing the new strategies that have been introduced.
- Plans in most foundation subjects are not sequenced well enough to build on what pupils already know. This means that pupils, including those with SEND, are not supported to know and remember as much as they could. Leaders should review curriculum plans to make sure that pupils can build on their knowledge and skills.

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 are the school and you are 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	124068
Local authority	Staffordshire
Inspection number	10122615
Type of school	Infant and Nursery
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair of governing body	Michelle Whiteman
Headteacher	Jennie Westley
Website	www.chadsmoor-infants.staffs.sch.uk
Date of previous inspection	28–29 April 2010

Information about this school

- The school federated with Chadsmoor C of E Junior school in 2012. The current executive headteacher was appointed to lead both schools in September 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During the inspection, we met with the executive headteacher and the head of school. We also met with senior leaders of the federation.
- The lead inspector met with six members of the governing body. She also spoke to a representative of the local authority on the telephone.
- We carried out deep dives in reading, mathematics, English and music. This involved speaking to curriculum leaders, teachers and pupils, evaluating pupils' books and visits to lessons. Inspectors also considered planning and reviewed pupils' work in geography and religious education (RE).
- We met with staff to discuss how they are supported to develop their skills, knowledge and understanding. We also discussed their workload and well-being.

- A range of documentation was scrutinised, including school policies, curriculum documents and safeguarding information, which included the checks leaders make on staff prior to appointment, minutes of governors' meetings, and published information about pupils' performance. The school website was also scrutinised.
- One inspector spoke to parents during the inspection.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

Marie Conway

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020