

Inspection of a good school: St Chad's CofE (VC) First School

Pattingham, Wolverhampton, West Midlands WV6 7AQ

Inspection dates:

30 November 2021

Outcome

St Chad's CofE (VC) First School continues to be a good school.

What is it like to attend this school?

Leaders, staff and pupils describe St Chad's First School as 'one big family'. Pupils feel safe in this small village school. They like that adults help them grow warm friendships with each other and help them sort out any disagreements that happen. Pupils know from experience that teachers deal with any bullying very quickly and effectively.

At St Chad's, pupils learn a lot because teachers make sure that everyone behaves well and concentrates on their lessons.

Parents value what the school does for their children. They told stories of how staff have carefully nurtured their children so that they love school, read well and grow in confidence. This is a school where pupils are excited about what they are learning. Staff know pupils very well, and know what brings out the best in them. As a result, all pupils have the opportunity to shine.

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

The school teaches the full national curriculum. To make sure that pupils learn what they need to, teachers regularly assess what pupils know and understand. This helps to sort out any misconceptions quickly. Pupils also have access to a rich range of wider opportunities. These include being part of the school council, visits from important local figures, and themed activities linked to events like Black History Month. Clubs include sports, music and drama, and leaders have plans for even more activities in the future. Leaders are currently working on further developing the wider curriculum, including the curriculum for pupils' personal development.

There is a 'buzz' about reading at St Chad's. Leaders have ensured that reading is at the very heart of the school. Pupils regularly read for pleasure. Teachers read to pupils very often. Pupils said that when teachers read to them, they really enjoy it because teachers do it with such expression. Pupils said that teachers are 'reading role models' because the teachers know about all the books in the class libraries. Pupils talked confidently about

their favourite authors. They are well read and look forward to the next books by their favourite authors becoming available.

To make sure that pupils learn to read really well, leaders have adopted a new reading programme. They have trained staff in how to use it, and books are well organised. Consequently, pupils read books in school and at home that help them practise the letter sounds they are learning. Pupils read to adults regularly. When they do, adults help them to improve. They notice any small errors and correct them straight away. This way, teachers make sure that those who fall behind in reading catch up quickly. Leaders think carefully about how well the teaching of reading is going. They analyse the impact of their plans and pull out all the stops to make the teaching of reading even better.

Teachers make sure that pupils remember key information by referring back to what pupils learned before. This helps pupils' knowledge to grow securely over time. For example, in history, pupils get to think about big historical questions and how they relate to different times in history and local changes. Teachers make sure that all pupils, including those with special educational needs and/or disabilities, can access and enjoy the full curriculum. Staff find ways to engage everyone in learning.

In mathematics, leaders have made sure that the curriculum is similarly well sequenced. Teachers begin teaching key mathematical knowledge in the early years. This makes sure that pupils grasp the basics and go into key stage 2 ready for harder mathematics. In mathematics lessons, teachers deepen pupils' mathematical knowledge by using lots of examples, experiments and physical models. This helps pupils to gain a deep understanding of important mathematical ideas before moving on to the next steps.

Staff said that leaders carefully consider their well-being. Leaders have taken action to limit staff workload. For example, staff have adequate breaks in the school day, and do not respond directly to external emails. Leaders ensure that staff have time to plan lessons and assess pupils' work. Staff appreciate this. Leaders' concern about staff workload contributes to a sense of teamwork among staff.

Safeguarding

The arrangements for safeguarding are effective.

At St Chad's, staff know pupils and their families well. This means that any potential concerns are noticed quickly. Staff have annual safeguarding training and additional training in specific safeguarding issues during the year. This includes training in regard to county lines, child sexual exploitation, radicalisation and extremism.

Leaders make sure that all concerns are logged and followed up. Records are meticulously detailed. An appropriate curriculum is in place to help pupils keep themselves safe. Pupils said that they feel safe in school, and feel that adults care about them.

Leaders carry out the correct checks on adults who work in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for personal development, while wide ranging and effective, is not as well planned as it could be. Leaders should complete their work on revising the sequence of learning in the personal development curriculum to strengthen its impact across the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

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 information from Ofsted Parent View 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	124269
Local authority	Staffordshire
Inspection number	10205173
Type of school	First school
School category	Voluntary controlled
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Jessica Shulman
Headteacher	Sarah Yeomans
Website	www.st-chads-pattingham.staffs.sch.uk/
Date of previous inspection	7 and 8 December 2016, under section 5 of the Education Act 2005

Information about this school

- St Chad's First School works closely with some other schools in the area. It is about to join a hard federation.
- The school does not use alternative provision.
- The school is a voluntary controlled Church of England school. It last had a section 48 inspection in July 2015. The next section 48 inspection is delayed because of the COVID-19 pandemic.
- The school has a before- and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors spoke with the headteacher, reading leader, a representative of the local authority and a representative of the diocese.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with curriculum leads, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans in some other subjects.

- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is also the headteacher), spoke with staff and pupils, and evaluated record-keeping, case-tracking and staff training. They also received information from governors about their oversight of safeguarding.
- Inspectors considered responses to Ofsted's online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted's staff and pupil questionnaires.

Inspection team

Dan Owen, lead inspector

Ofsted Inspector

Susan Hughes

Ofsted Inspector

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