

Inspection of Chase View Community Primary School

Hillary Crest, Pear Tree Estate, Rugeley, Staffordshire WS15 1NE

Inspection dates: 10 and 11 May 2022

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

What is it like to attend this school?

Pupils attending Chase View Community Primary School enjoy learning. They are happy in lessons and when playing with their friends on the playground. Effective safeguarding processes ensure that pupils stay safe.

Senior leaders and governors have created a culture built on high expectations. This is reflected in what teachers and teaching assistants look for in pupils. This helps pupils to aspire to being successful in their learning.

Pupils behave well in lessons and around school. They are polite and courteous to each other and to adults. Lunchtimes are calm and orderly. Pupils say there is very little bullying. When bullying does take place, staff deal with it well.

Pupils take advantage of the wide range of clubs which are available to them. They particularly enjoy attending clubs such as archery. In addition, the school provides a variety of life skills courses. Pupils learn about useful skills such as cooking and managing money by attending these courses. Leaders provide opportunities for pupils to take on extra responsibilities. These opportunities promote pupils' independence and boost their confidence. For example, some pupils are reading buddies for younger children. Others work as 'junior governors' and make decisions about the school.

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

Leaders have worked hard to improve the quality of the curriculum since the previous inspection. They are determined that all pupils, including those with special education needs and/or disabilities (SEND), access a broad range of subjects. The curriculum is designed well in a wide range of subjects. Curriculum leaders have planned carefully logical sequences of learning from the early years to Year 6. Pupils take part in learning activities and tasks that help them to remember key knowledge. For example, in science, pupils apply their knowledge of how nutrients travel through the small intestine, when taking part in practical investigations. Pupils know more and remember more as a result of such well-planned activities.

Teachers work hard to explain curriculum content clearly. However, in some lessons, staff do not make accurate checks that all pupils have learned the information that they need to know. This makes it hard for staff to identify pupils who need extra support. This means that a few pupils, including some with SEND, do not learn as well as they might.

The teaching of early reading is a strength. Children begin to learn the basics of reading as soon as they start in the early years. Staff skilfully teach children the sounds that letters make. The systems for checking that all children progress well through the curriculum are sound. Teachers, supported by the phonics leader, quickly identify any children who are falling behind. These children then receive

extra support. This ensures they catch up rapidly. Teachers and other adults make the most of every opportunity to read with pupils. For instance, during a wet lunch break, adults read to groups of pupils. These positive actions are helping to foster a love of reading amongst younger and older pupils alike. As a result, pupils read fluently. However, some pupils are not able to explain fully the meaning of some words. This hampers their understanding of the texts they read.

Teachers use assessment well. They gather a range of information to check pupils' understanding. For example, they use quizzes before and after units of study to find out how much of the curriculum pupils know. These checks provide teachers with valuable insights into how well pupils are progressing through the curriculum. This helps teachers to support any pupils who need extra help.

Pupils display positive attitudes to learning and behave well in lessons. They sit and listen attentively to their teachers. This allows everyone to concentrate and focus on tasks and learn successfully. Pupils are proud of the work they produce.

Staff promote pupils' character development well through the school's 'PROUD' approach. This approach teaches pupils the importance of perseverance, respect, open-mindedness, understanding and diversity. The sequence of learning in subjects helps to develop personal responsibility in pupils.

Leaders are effective in their role. Governors provide a clear strategic direction. They check that leaders are working towards the school's strategic goals and hold senior leaders to account well. Parents and carers comment positively about the effectiveness of leadership at the school. Leaders work hard to ensure the workload of staff is not onerous. Staff speak positively about how considerate leaders are of maintaining a good work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

All staff recognise the need to be vigilant for any signs showing that pupils are at potential risk of harm. They receive effective regular training about what they should do if they have any concerns. The school works successfully with a wide range of partners to protect children when the need arises.

Checks carried out on new staff are rigorous. Records of these checks are meticulously maintained so that nothing slips through the net.

Pupils learn about keeping themselves safe. Safeguarding themes are threaded through the curriculum in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, adults do not ensure that pupils understand some of the words they encounter. This hinders their ability to comprehend fully the texts they read. Leaders should place further focus on developing pupils' vocabulary and comprehension skills.
- Teachers do not always make accurate checks on what pupils remember from previous learning. This means that some pupils, including some with SEND, do not learn as well as they might. Leaders should ensure that staff use effective methods for checking what pupils know and remember.

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	134666
Local authority	Staffordshire
Inspection number	10227359
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair of governing body	Candice Yeomans
Headteacher	Andy Minott
Website	www.chaseviewprimary.co.uk
Date of previous inspection	12 and 13 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school runs pre-school provision for two-year-olds.
- Breakfast and after-school clubs are run by the school.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and senior staff from the school. They also met with the special educational needs coordinator and curriculum subject leaders.
- The lead inspector met with the chair of the governing body and two other governors.
- The lead inspector met with the local authority improvement partner.

- Inspectors carried out deep dives in early reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors reviewed school safeguarding policies, procedures and records. They spoke with the headteacher, who is the designated safeguarding leader. Inspectors also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors reviewed the text responses of parents on Parent View.
- Inspectors reviewed the responses to the staff questionnaire and also met with staff to discuss their views.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Janice Wood	Ofsted Inspector

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